

**THE EFFECT OF YOUTUBE LEARNING CHANNEL AS A  
LEARNING MEDIA ON LISTENING SKILL**

**(A Quasi Experimental Research at Eleventh Grade in SMKN 02 Rejang  
Lebong in Academic 2022/2023)**

**THESIS**

This thesis is submitted to fulfill the requirement for the "Sarjana` degree in  
English Language Education.



**MAGI OKTAVIAN**

**(18551034)**

**ENGLISH TADRIS STUDY PROGRAM  
THE FACULTY OF TARBIYAH  
INSTITUT AGAMA ISLAM NEGERI CURUP  
2023**

## HALAMAN PENGANTAR SKRIPSI

Kepada  
Yth, Rektor IAIN Curup  
Di  
Curup

Assalamualaikum Wr. Wb

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat bahwa skripsi atas nama **Magi Oktavian,1851034** yang berjudul: **The Effect of Using Youtube Learning Channel Toward Listening Skills at Eleventh Grade in SMKN 02 Rejang Lebong** sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri (IAIN) Curup.

Demikian permohonan ini kami ajukan. Terimakasih.

Wassalamualaikum Wr.Wb

Curup, 24. Maret 2023

**Pembimbing I**



**Jumatul Hidayah, M.Pd**  
NIP. 197802242002122002

**Pembimbing II**



**Henny Septia Utami, M.Pd**  
NIDN. 2020108101



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH  
PROGRAM STUDI TADRIS BAHASA INGGRIS

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119



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Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **The Effect of Using Youtube Learning Channel toward  
Listening Skills at Eleventh Graders in SMKN 02  
REJANG LEBONG**  
Penulis : **Magi Oktavian**  
NIM : **18551034**

Dengan tingkat kesamaan sebesar 29%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 27 Maret 2023

Pemeriksa,

Admin Turnitin Prodi Tadris Bahasa Inggris

Sarwo Edy, M.Pd



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**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBİYAH**

Jln. Dr. AK Gani No. 01 Kotak Pos 108 Telp.(0732) 21010-21759 Fax  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

**APPROVAL**

No : 505 /In.34/1/FT/PP.00.9/06/2023

Name : **Magi Oktavian**  
NIM : **18551034**  
Department : **English Tadrís Study Program**  
Title : **The Effect of Youtube Learning Channel as Learning Media  
on Listening Skill**

Has been examined by examining board of the English Tadrís Study Program of Institut  
Agama Islam Negeri (IAIN) Curup, on :

Day/Date : **Tuesday, April 11 2023**  
Time : **13.30 AM - 15.00 AM**  
At : **Munaqasah Room 1 IAIN Curup**

Has been received to fulfill a partial requirement for the degree of strata I in English Tadrís  
Study Program of Tarbiyah Faculty of IAIN Curup.

Curup, 20<sup>th</sup> June 2023

**Examiners,**

**Head**

**Jumatul Hidayah, M. Pd**  
NIP. 19780224 200212 2 002

**Secretary**

**Henny Septia Utami, M.Pd**  
NIDN. 2020108101

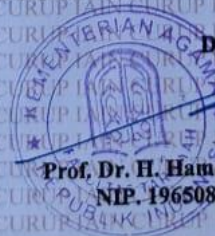
**Examiner I**

**Dr. Prihantoro, SS. M. Pd**  
NIP. 19750820 200801 1 004

**Examiner II**

**Sarwe Edy, M. Pd**  
NIDN. 2007068102

**Dekan**



**Prof. Dr. H. Hamengkubuwono, M. Pd**  
NIP. 19650826 199903 1 001

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Curup, Februari 2023  
Writer,

**MAGI OKTAVIAN**  
**NIM. 18551034**

# **MOTTO**

**IT'S NEVER TOO LATE TO  
TRY, BECAUSE IF THERE'S A  
WILL THERE'S A WAY**

**“MG”**

## ABSTRACT

**Magi Oktavian, 2023 : “The Effect of Using Youtube Learning Channel Toward Listening Skills”**  
**Advisor : Jumatul Hidayah, M.Pd**  
**Co-advisor : Henny Septia Utami, M.Pd**

The purpose of using YouTube videos as a learning media for English, particularly listening, is to familiarize students with the language. Teachers can find a variety of audiovisual learning resources on this website to help their students' listening abilities. This study aims to find out whether the use of the YouTube learning channel can improve listening skills in students at SMKN 02 Rejang Lebong. The method used is quantitative with a pre-post test control group design using an experimental class and a control class. The subjects of this study were the Automation and office governance class as the control class and the accounting class as the experimental class. The data analysis used is the paired sample T-test. Based on the data obtained, there was an increase in the control class and in the experimental class, but the increase in the experimental class was more significant than the control class.

***Keywords: Youtube Learning channel, Listening Skill***



## LIST OF CONTENT

<b>TITLE.....</b>	<b>i</b>
<b>HALAMAN PENGAJUAN SKRIPSI.....</b>	<b>ii</b>
<b>STATEMENT of OWNERSHIP .....</b>	<b>iii</b>
<b>APPROVAL.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>MOTTO .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>ix</b>
<b>LIST OF CONTENT .....</b>	<b>x</b>
<b>LIST OF TABLE.....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background .....	1
B. Hypothesis.....	7
C. Research Problem.....	7
D. Objective of The Study .....	7
E. Delimitation of The Study.....	8
F. Operational Definition .....	8
G. Significance Of the Research .....	9
<b>CHAPTER II REVIEW OF RELATED LITERATURE</b>	
A. Listening.....	10
B. Youtube .....	15
C. Related Findings.....	18
<b>CHAPTER III RESEARCH METHOD</b>	
A. Research Design.....	22
B. Population and Sample.....	23
D. Prosedur of The Research .....	27
D. Research Instrument.....	31
E. Validity and Reliability .....	35
F. Technique of Collecting Data .....	38
G. Data Analysis .....	39
<b>CHAPTER IV RESEARCH FINDING AND DISCUSI</b>	

A. Finding of the research.....	43
B. Discussion .....	45
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	
A. Conclusion.....	51
B. Suggestion.....	52
<b>REFERENCE</b>	
<b>APPENDIX</b>	

## LIST OF TABLE

Table 3. 1 Population .....	23
Table 3. 2 Automation and office governance (control) class as 1 .....	24
Table 3. 3 Accountancy (Experiment) Class As 2 .....	24
Table 3. 4 Normality Test Automation and office governance Class And Accountancy Class .....	25
Table 3. 5 Homogeneity Test Automation and office governance Class And Accountancy Class .....	26
Table 3. 6 Blue Print .....	32
Table 3. 7 Criteria Validity .....	36
Table 3. 8 Criteria Reliability.....	38
Table 3. 9 Classify The Score Of The Students .....	41
Table 3. 10 criteria for the hypothesis.....	42
Table 4. 1 The Result of Pre-test, Post-Test and.....	43
Table 4. 2 The Result of Pre-Test, Post-Test and .....	44
Table 4. 3 Descriptive Statistic .....	45
Table 4. 4 Paired Samples Statistics .....	46
Table 4. 5 Paired Samples Test .....	47

## CHAPTER I

### INTRODUCTION

#### A. Background

One of the key components of communication is language. Everyone has the ability to communicate with others through language. People are free to communicate their thoughts, ideas, opinions, and whatever else exists in their heads. There are many languages spoken worldwide in addition to national languages. English is an international language because it is utilized for international communication, claims Fitri, who was cited by Titin Anggraini<sup>1</sup>. One of the global languages that is widely used in daily life and by a large number of people around the globe is English.

As a result, communicating with people from different nations regarding a variety of topics, including technology, the economics, social issues, and politics, is made simpler by speaking English. For Indonesia, learning a language is an integrated process that requires students to acquire the four fundamental abilities of speaking, listening, reading, and writing. By reading and listening to it, we can comprehend what we are saying. By speaking and writing about it, we may express our feelings, needs, and desires. by learning more about communicating with others, being understood, and obtaining the things we desire and need from those around us. As we are all aware, communication is an aspect of daily life for humans.

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<sup>1</sup> Wulandari Afriani, "The Factors Affecting Listening Comprehension Achievement of Students (A Qualitative Study at the Seven Semester Students Of IAIN Curup)," *Sakut Anshori, and Sarwo Edy* (Fak.Tarbiyah IAIN CURUP, 2019), 02

Language allows us to share our thoughts and ideas with others through communication. People can interact with one another easily in this way.

Article 33 of Law Number 20 of 2003 states that, in order to support students' foreign language proficiency, foreign languages may be employed as the language of teaching in some educational units. Reading, writing, listening, and speaking are the four main language skills that make up the majority of English courses taught in schools (speaking). The four aforementioned skills are more heavily developed at the tertiary level.

Vocational education is defined as education that prepares students to be ready to work in particular professions, according to Law Number 2 of 1989 regulating the National Education System (Article 11: paragraph 3). The difficulties of the day and the requirements of one's professional interests call for dynamic adjustments in English learning. In the age of globalization and communication, being able to utilize English is essential. In order to help pupils develop into trustworthy people who are prepared to compete on a global scale in the future, English proficiency is therefore heavily stressed in secondary schools, particularly vocational high schools.

Students' comprehension in listening to and responding to oral texts is known as their ability to listen (listening competence). The most common modality of language usage is listening. Adults are said to spend about half of their communication time listening, and studies show that up to 90% of the information students learn in school comes from listening to both their teachers

and their classmates. However, many language learners are unaware of the amount of work required to improve listening skills.

In the age of globalization and communication, knowing English is a requirement. Thus, proficiency in English is highly valued in secondary education, particularly in vocational high schools, in the hopes that pupils would develop into trustworthy people who are prepared for future global competitiveness. As a result, spoken languages, particularly listening and speaking, which are often covered in the learning syllabus, are given more attention in vocational high schools.

Online videos can offer countless chances, making them particularly useful for teaching listening. YouTube videos can be used to enhance English language lessons by not only leveraging the innumerable videos that are already available there but also by making original videos to assist viewers in achieving their learning goals and objectives. The only thing that needs to be taken into account is making sure that the videos are suitable for the audience of English learners and align with the anticipated learning goals. There are several reasons why YouTube should be included in our English learning course, and we can be confident that doing so will improve students' English learning outcomes.

According to the researcher observations at SMKN 02 Rejang Lebong, the issues that were present were missed hearing and missed understanding, where students who could not understand could not hear too clearly and did not understand what was being conveyed owing to insufficient vocabulary knowledge and pronunciation they did not know. Sometimes they are aware of

the word but struggle with its pronunciation. Thus, individuals are unable to really recognize words when they hear them. For instance, while they are able to write the word "facility," they are unable to read it. Thus, they are unable to identify the term when they hear it read aloud.

The researcher discovered that at SMKN 02 Rejang Lebong, students generally still struggled to comprehend the material explained orally due to the lack of facilities to support the learning process. Additionally, there were still students who were passive in their participation in the learning process due to a lack of motivation and an uninteresting learning system, which prevents students from receiving information properly and from following the learning process optimally.

One of the numerous types of media that may be used as a learning resource in the teaching and learning process is a YouTube video. Dale said in Andi.thesis Ps that learning resources included anything that may be used to benefit someone in the teaching and learning process. There are numerous contemporary and efficient methods for enhancing listening abilities, one of them is to learn these abilities through watching YouTube videos<sup>2</sup>.

YouTube videos can be consulted as educational resources. According to Jalaluddin's A.P. thesis, YouTube is a website that provides a variety of video content, including video blogs, brief original films, instructive videos, music videos, and movie trailers. When a video is labeled as educational on YouTube,

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<sup>2</sup> Andi Putrawansyah, "Effectiveness Of Using Youtube Video In Improving Students' Speaking Skill Through Asking And Answer Questions" (Faculty Of Teacher Training And Education Muhammadiyah University Of Makassar, 2020).115

it signifies that it has easily accessible English information. One sort of English content seen in YouTube videos is procedural text.<sup>3</sup> It is crucial to master procedure texts because they are used in everyday life, such as instructions on how to prepare food.

Due to the emphasis on available authoring tools and learning management systems, adding YouTube videos to your English learning course is a simple operation. YouTube videos can be used to introduce a subject, clarify internet material to your pupils, or just supplement the knowledge your English language learning course offers. Everyone has a voice on YouTube, as you can undoubtedly see for yourself. You may create a vibrant English learning community where everyone can contribute, comment, and share their thoughts by using it as a social learning platform. Harmer asserts that YouTube videos have a particularly potent impact on both the method and the content of language learning, notably in terms of fostering interest and motivation, a sense of the language's context, and a particular point of reference or stimulus.<sup>4</sup>

YouTube can be used to teach students on-the-fly about computers or mobile devices as technology and how to listen. By posting Learning English content to YouTube, it becomes accessible to the whole YouTube community, enabling students to access and see it on mobile learning devices like smartphones and tablets. No matter how small the screen, students may still use YouTube as a platform to share presentations, search for online video resources,

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<sup>3</sup> Andi Putrawansyah, Effectiveness Of Using Youtube Video In Improving Students' Speaking Skill Through Asking And Answer Questions., 118

<sup>4</sup> Jeremy Harmer, "How to Teach English," *England Longman*, 2007, 282.



and engage other students in the discussion through comments. When YouTube videos are used in an English learning course, it encourages students to practice their listening skills until they thoroughly grasp the major ideas and primary points of the material. You can also develop online tasks based on this, such as asking students to briefly explain what they just watched in a video over a period of time.

The hope is that, in the era of globalization, individual learners can become good learners about technology, especially YouTube videos, by using video presentations as a medium in teaching English to help students' listening sensitivity. Based on the strategies and basic principles of teaching listening, learning can be given Top-Down and Bottom-Up strategies. Where to combine the two strategies, increasing Listening skills by building learning knowledge from everyday experiences regarding the activeness of building meaning based on conjecture, drawing conclusions, and goals. Then also try to understand the meaning of each word and its grammar. There is one reason to hope that researcher will use video presentations. So, students can improve their listening skills through video presentations on YouTube.

Based on the explanation above, the researcher conducted a study entitled “The Effect of Using Youtube Learning Channel toward Listening Skills at Eleventh Graders in SMKN 02 REJANG LEBONG”.

## **B. Hypothesis**

Hypothesis is a speculation concerning either observer or expected relationship among phenomena. In addition, hypothesis is a temporary answer for the research problem. The hypotheses are stated as the following:

H0 : There is no effect of Youtube learning channel on student listening skill.

H1 : There is effect of Youtube learning channel on student listening skill.

## **C. Research Problems**

According to the study's background, the problems of this study are formulated as follows:

1. How is the student achievement in control class at Eleventh grade in SMKN 02 Rejang Lebong?
2. How is the student achievement in experiment class before and after using Youtube Learning Channel toward listening skills at Eleventh grade in SMKN 02 Rejang Lebong?
3. Is there any effect of using Youtube Learning Channel at eleventh grade in SMKN 02 Rejang Lebong toward listening skills?

## **D. Objective of The Study**

This research is an to know:

1. The student achievement from control class toward listening skills at eleventh grade in SMKN 02 Rejang Lebong.
2. The student achievement from experiment class before and after using Youtube Learning Channel toward listening skills at eleventh grade in SMKN 02 Rejang Lebong.

3. Whether there is an effect of using Youtube Learning Channel toward listening skills at eleventh grade in SMKN 02 Rejang Lebong.

#### **E. Delimitation of the Study**

Research requirements are identified by subject and research objectives. In terms of subjects, this study was limited to the eleventh grade of SMK Negeri 2 Rejang Lebong. In terms of objectives, this research is limited to using YouTube learning as a learning medium for students' listening skills.

#### **F. Operational Definition**

Operational definition in this research is as following:

##### 1. Listening skill

Listening is skills yet find the right place in language teaching. Still very little material in the form of books text and other facilities such as recording used for support the task of teaching teachers tune in to use in class. Based on this research, researchers hope so that students can understand language listening learning English by using other media such as YouTube videos. Objective expected by researchers is: For more improve students' understanding in listening to English through visual means and verbal communication.

##### 2. Youtube Media

Youtube media is media audiovisual teaching used under guidance a teacher. First, teacher introduce material watching YouTube videos to students in class. After students listen to the material, students are assigned to search the meaning of words and pictures in the video. Besides that, when listening to this the student asked to answer some question.

## **G. Significance Of the Research**

### **1. Theoretical**

- a. To add scientific studies in improving listening ability.

### **2. Practically**

- a. The benefit for students

The benefit for students is exactly to improve listening ability as a good student in learns English as a foreign language.

- b. The benefit for teachers

This study is useful for teacher to know the ability to carry out listening lesson, especially using Youtube, conducting the effectiveness YouTube technology and also to make teacher be appreciate as a creative instruction.

- c. The benefits for institutions/schools

The benefits of this research are expected improve students' ability in listening especially for students in SMKN 02 REJANG LEBONG and add to the school literature which can use as a reference in helping others in presentation information to conduct similar research.

- d. The benefits for researcher

The benefit for researcher is to increase knowledge about the effect using YouTube learning channel toward listening ability.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Listening

##### 1. Definition of Listening

One of the most crucial language abilities is listening. Communication involves listening, which allows us to share our views with others. In daily life, listening is the language skill that is most commonly employed. Howatt and Dakin define listening as the capacity to recognize and comprehend what others are saying. Understanding a speaker's meaning requires comprehending his or her meaning as well as their accent, pronunciation, syntax, and vocabulary. Because students listen more in class than they say, which indicates that hearing is vital in daily activities and that it allows us to interpret meaning, it is recognized that listening is a key component of language acquisition and instruction.<sup>5</sup>

According to Oxford, listening is a complicated problem-solving skill that involves more than just sound perception. Basic language understanding is part of listening. Children, teenagers, and adults learn a significant amount of information, understand the world and human affairs, and develop their principles, sense of values, and appreciation through this medium.<sup>6</sup>

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<sup>5</sup> Brown, *Listening Is the Major Component in Language Learning and Teaching*, 1993.247

<sup>6</sup> Rebecca L. Oxfrod, *Research Update on Teaching L2 Listening. System 21.2*, 1993.

Therefore, listening can be defined as the capacity to recognize and comprehend what others are saying. It is also a complex action, and we can aid pupils in understanding what they hear by triggering their prior knowledge. Listening is an active activity because it involves more than just hearing; it also involves a number of other processes. Finding the sound's significance and message requires listening.

## **2. Listening Problems**

Identifying the learning issues that students are having as a result of listening to relevant topics is the first step in solving any learning issues that students may be having. The issues that the learner has and the solution are listed by Penny. Ur as follows:

### a) Trouble with the sounds

Most students rely mostly on context for comprehension, they are often themselves unaware sound perception.

### b) Have understand every word

Some students feel worried and stressed when they miss some words of the next. Here, the teacher needs to give the students practice in selective ignoring of hear information/something, they do naturally in their mother tongue. The teacher should explain this point to students, and set them occasional task that ask them to scan a relatively long task for one two limited items of information.

### c) Cannot understand fast, naturally native speaker

The students can only understand if the teacher talk slowly and clearly. They cannot understand fast, natural native-sounding speech. To overcome this problem, the teacher has to expose the students to as much spontaneous-informal talk as possible, so they can understand the native speech. The teacher can also provide them with the sorts of discourse at the right level for them.

d) Need to hear thing

More than once in order to understand, students need more than once to hear the text. In this problem, the teacher can try to use texts that include redundant passage and within which the essential information is presented more than once and not too intensively and give the students the opportunity to request clarification or repetition during the listening.<sup>7</sup>

### **3. Listening Material**

The material is very important for the students to improve their listening skill. A suitable material can make the students want to learn. The material which suitable with the students have to interesting, in the right level of students' difficulty, and presented in various activities. Debi in Hasyuni The interesting materials that are familiar meaningful and various should be provided for the students. It can help them to understand more easily.<sup>8</sup>

### **4. Elements of listening**

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<sup>7</sup> Penny UR, *A Course in Language Teaching*, 1999,44.

<sup>8</sup> Debi Setyowati, Yahmun, And Endang Sumarti, "Listening Difficulties Faced By The First Semester Students At Basic Listening Class," *Journal Of English Language And Pedagogy* 3.1 (2020): 57.

According to Shocking awful that there are four elements of listening, namely:

a. Ability to focus

Ability to focus means the capability of students or listeners in listening the material from the audio.

b. General understanding

General understanding means that the students or listeners can understand about main idea of the content from the text. The listeners usually quick to understand the idea of the the text. The listeners can imagine to catch the general meaning of something they hear.

c. Listening for details

Listening for details sometimes known as listening for the specific information. It involves understanding the task and focusing to catch certain information.

d. Accuracy of answer

Accuracy of answer means the capability of students or listeners to answer the task with the correct answer.<sup>9</sup>

## **5. Listening Learning Strategy**

One strategy that can help students overcome the problem of Listening Comprehension is by applying Top-Down and Bottom-Up strategies in classroom learning. Deep Top-Down Strategy listening, regarding the activeness of building meaning based on conjecture, drawing conclusions,

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<sup>9</sup> Shocking Awful, "IRubric: English Listening Skills: Following Directions.," 2017, 2017.



objectives, and other relevant knowledge. The bottom-up strategy in listening is more detailed on grammatical forms and word meanings.

In accordance with what was conveyed by Gebhard quoted from wandarani said that those who divide the information process into two categories, namely Bottom-Up processing and Top-Down processing. Bottom-Up processing refers to the process of understanding information through analysis of sound, word meaning, and grammar. Meanwhile, Top-Down processing refers to the use of schemata or previous knowledge to understand the information received. Schemata relate to the listener's everyday experience of the topic heard. Meanwhile, according to Helgesen, there are five basic principles of teaching listening, namely:

- a. Teaching students on two ways of processing information (Bottom-Up and Top-Down processings)
- b. Teaching students of different types of listening
- c. Teaching various assignments
- d. Consideration of difficulty level and text authenticity
- e. Teaching different types of listening strategies, such as guessing, inferring, monitoring, clarifying, responding, and evaluating.<sup>10</sup>

Based on the strategies and basic principles of teaching listening, learning can be given Top-Down and Bottom-Up strategies. Where to combine the two strategies, increasing Listening skills by building learning knowledge

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<sup>10</sup> Vidya Mandarani, "Peningkatan Kemampuan Listening Comprehension Melalui Strategi Top-Down Dan Bottom-Up," *PEDAGOGIA: Jurnal Pendidikan* 5, no. 2 (2016): 191–92, <https://doi.org/10.21070/pedagogia.v5i2.250>.

from everyday experiences regarding the activeness of building meaning based on conjecture, drawing conclusions, and goals. Then also try to understand the meaning of each word and its grammar.

## **B. Youtube**

### **1. Definition of Youtube**

Users can publish, view, and share videos on the well-known video sharing website Youtube. YouTube is an incredibly popular type of Web 2.0 video sharing website. YouTube is an incredibly popular type of Web 2.0 video sharing website. YouTube is an incredibly popular type of Web 2.0 video sharing website. YouTube is an incredibly popular type of Web 2.0 new media. A recent article in Wired reports an average of 65,000 uploads and 100 million videos seen every day on YouTube.<sup>11</sup>

Video can be an effective tool for education and motivation. But the power of the media is largely derived from how it is used, not from the medium itself. Video is a tool for achieving learning goals and objectives, not a goal in and of itself. Effective instructional video is teacher-to-student instruction using video as a tool for exploration rather than television-based instruction for students.

For anything from newsworthy occurrences from around the globe to slice-of-life videos used to teach students inside an ESL (English as a Second Language) course, YouTube is being used by education more and more as a

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<sup>11</sup> Carlos A. Mayora, "Using Youtube To Encourage Authentic Writing In Efl Classrooms," *Test Reporter*, 2009, 12.

pedagogic resource. from instructional videos to a website where students may share new material they have created.

## **2. Youtube Video in Education**

Access to computers and the Internet, according to Atkinson et al. in Lia Selfia, is no longer a major cause for concern, even for people from lower income groups. Videos are now used so frequently that they can even be accessed through mobile devices. In reality, widespread promotion of the use of movies and videos to supplement instruction began in the 1950s<sup>12</sup>. Teaching has become more engaging thanks to the availability of instructional tools and user-produced videos posted on YouTube. Also, these videos could be accessed whenever it suited the pupils and from any location. In addition, YouTube is utilized to engage pupils, illustrate academic material, and spark creative teaching<sup>13</sup>. Heriyanto said that YouTube also provide video help improve processes learn to teach English. YouTube contains a large number video content, some of them very exploitable inside class. In addition, Heriyanto also stated that the video YouTube is limited in length. This made them fit for the time limited class. It means YouTube can be one teaching media that can used in class.<sup>14</sup>

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<sup>12</sup> Larry Brandt Marchionini, Gary, and Hanan Samet, "Digital Government.," *Communications of the ACM* 46.1 (2003): 25.

<sup>13</sup> Dominic Peier Roodt, and Sumarie, "Using YouTube in the Classroom for the Net Generation of Students.," *Proceedings of the Informing Science and Information Technology Education Conference. Informing Science Institute*, 2013, 473.

<sup>14</sup> Heriyanto R. A. the Use of Youtube Media Through Group. The Use of YouTube Media Through Group Discussion in Teaching Speaking, (2020). 11(1), 19–33.

### **3. Use of Youtube as media in listening learning.**

Naturally, the purpose of using YouTube videos as a learning tool for English, particularly listening, is to familiarize students with the language. Teachers can find a variety of audio visual learning resources on this website to help their students' listening abilities. Exercises used to practice basic listening skills while watching YouTube videos The instructor introduced the topic and its purpose before playing the YouTube video. The teacher can act more as a facilitator by just accompanying the pupils as they watch the YouTube video. In addition to offering videos, it must include written content. Learning videos may also include evaluation questions, answer keys, and other features, depending on the creators' inventiveness.

The teacher plays a YouTube video related to the topic of discussion twice and encourages the students to comprehend what they see and hear when the necessary materials and facilities have been made available. On playing the video again, only the sound is audible and no image is displayed. The instructor can then pause the video and lead a brief discussion or field questions regarding its subject matter. The primary learning objectives from the YouTube video are to be recorded by the students.

Additionally, students practice sharing information with friends while paying attention to the intonation speed, pronunciation clarity, speech fluency, appropriateness of the information content, word choice, grammar,

and fairness of expression. Students then practice relaying or retelling what they have seen and heard one by one.<sup>15</sup>

#### **4. Characteristic of YouTube**

The following elements often appear on a YouTube page :

- a. The capability to flag videos with inappropriate content.
- b. Title: The video's primary title
- c. About the organization of material are channels.
- d. Registered users have the option to subscribe to material.
- e. Any registered user can comment on a video that has been posted; these comments are frequently not moderated.
- f. Views indicate how many times a video has been seen.
- g. A wide range of video content is available, including video presentations about English-related topics, channel English classes, and user-generated content like video blogs.<sup>16</sup>

#### **C. Related Findings**

P. Sherer claims Her research involves using online video to support students' learning and engagement. Due to its adaptability, depth of information, and current resources, online video provides both teachers and students with chances to influence and contribute to the course material as well as participate more actively in discussions and other in-class activities. Now,

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<sup>15</sup> Misnah Mannahali Angreany, Femmy, and Nurming Saleh, "YouTube-Based Audio Visual Media in German Listening Learning," *Nternational Conference on Science and Advanced Technology (ICSAT)*, 2021.

<sup>16</sup> Troy Jones And Cuthrell Kristen, "Youtube: Educational Potentials And Pitfalls.," *Computers In The Schools* 28.1 (2011): 75–85.

YouTube is the most popular resource, but more are quickly becoming available. Using these resources' potential as teaching aids is a significant problem.<sup>17</sup>

In Watkins' opinion, J With access to the requisite technology, students studying English as a foreign language can benefit from using YouTube and other online video-streaming websites in their lectures. It's crucial to understand that there are some restrictions. First, YouTube is restricted by the copyright laws that exist. Students will need to obtain these clips on their own if they are determined to concentrate on specific clips that aren't available on YouTube because of copyright infringement regulations. Second, considering the size of the YouTube library, the teacher may need to provide some organization and direction in order to keep pupils from wasting hours browsing the site. The nature of much of the content on YouTube is a third factor that teachers may need to take into account. The website has some risqué material and provocative language, even though nudity is not permitted. It would be wise for teachers of younger kids to take this into consideration. Finally, certain nations have banned YouTube and other video streaming websites like Toksabay, making it more difficult for students in those nations to obtain helpful online video.<sup>18</sup>

J. Brook says that in her study, "The Affordances of YouTube for Language and Teaching," a sample lesson plan was offered. It included research findings

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<sup>17</sup> Pamela Sherer And And Shea Timothy, "Using Online Video To Support Student Learning And Engagement," *College Teaching* 59.2 (2011): 56–59.

<sup>18</sup> Jon Watkins And Wilkins And Michael, "Using Youtube In The Efl Classroom.," *Language Education In Asia* 2.1 (2011): 113–19.

as well as warnings regarding utilizing YouTube. For instance, peer-to-peer interaction and collaboration, which was noted in research as a significant benefit of YouTube, was implemented as students' cooperation in the choice of a topic, writing, creation, and production of the film, as well as online and in-class discussion, blogging, peer editing, and engagement with the general public.<sup>19</sup>

According to Bonk, C. J. (YouTube Anchors and Enders), Using publicly accessible online video as a macro environment for learning In his study, there are numerous instructional uses for YouTube and other video content, some of which serve as enders and others as anchors. We've just seen the star, whatever its purpose. Shared online video content could make up more than one-third of course material in higher education in the upcoming years. This is important information. So, learning how to incorporate web videos into lessons is likely one of the most urgent demands of college professors as well as those working in other educational settings.<sup>20</sup>

Leloup claims that her research, "J. W. (On the Net) Listening, You Have to Be Carefully Taught," Faster processing, increased internet speed, and widespread broadband access have all made it much easier to share music and video content online. A never-ending stream of audio and video from around the world is now available to language learners for practice and to serve as the

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<sup>19</sup> Jennifer Brook, "The Affordances Of Youtube For Language Learning And Teaching," *Hawaii Pacific University Tesol Working Paper* 9.1 (2011): 2.

<sup>20</sup> J Curtis Bonk, "Youtube Anchors And Enders: The Use Of Shared Online Video Content As A Macrocontext For Learning," *Asia-Pacific Collaborative Education Journal* 7.1 (2011): 13–24.

basis for courses, in addition to websites like those listed that incorporate media into language training.<sup>21</sup>

The prior research focused on using YouTube to teach listening skills while using various materials, including movies and music. The researcher's focus in this study is on presentation videos on YouTube learning channels.

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<sup>21</sup> W. Jean Leloup, "Listening: You've Got To Be Carefully Taught," *Language Learning & Technology* 11.1 (2007): 4–15.





## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

This research is quantitative research with form of this research design is pretest-posttest control group design, that is one class is used as an experimental class for the treatment of the learning model by using a video presentation from YouTube. In this experimental class, the teacher only acts as a facilitator in the learning process and one class becomes the control class not given a treatment. There were independent variable and dependent variable. Independent variable was a material design which took from YouTube and dependent variable was students listening skills. The aim of this research was to know the effect of using YouTube learning Channel toward listening skills. The effectiveness was found after giving a treatment to students who were taught before and after using YouTube video.

#### 3. 1 Two Group Pretest – Posttest Design

Class	Pre-test	Treatment	Post-test
Experiment	P1	X1	T1
Control	P2	-	T2

Notes:

P1 = Pre-test the experimental class

P2 = Pre-test the control class

X1 = Treatment with Youtube Learning Channel

T1 = Post-test the experimental class

T2 = Post-test the control class

## B. Population and Sample

### 1. Population

A population is a generalized area made up of things or subjects with particular attributes and characteristics that the researcher chooses to investigate in order to draw conclusions<sup>22</sup>. Thus, the study's participants were all students at SMKN 02 Rejang Lebong in the eleventh grade.

Table 3. 1 Population

No	Vocational	Total
1.	Accountancy	18
2.	Automation and office governance	16
3.	Computer and Network Engineering	19
4.	Multimedia 1	25
5.	Multimedia 2	33
6.	Tata Boga	27
Total		138

### 2. Sample

Sugiyono claims that the sample represents a portion of the population's character pool<sup>23</sup>. Homogeneity and normalcy tests must be performed prior to choosing the sample. The homogeneity test was run to confirm the hypothesis that the condition of the research sample is uniform or homogeneous. The homogeneity test was conducted by determining whether the variances between the two samples were equal or not. To determine if the obtained data

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<sup>22</sup> Sugiyono. 2013. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta. p. 237

<sup>23</sup> Sugiyono, "Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung : Alfabeta. P. , 2008. 118

were normally distributed or not, the data normality test was conducted in the meantime. This sample method uses a straightforward random sampling process. The researcher uses this technique because population members are randomly chosen for sampling, with no consideration given to the population's existing strata. This approach is used when the population is thought to be homogeneous<sup>24</sup>. To assess whether the class is considered normal and homogeneous before determining the sample, the following test with 15 multiple choices question is first conducted :

Table 3. 2 Automation and office governance (control) class as 1

No	Name	Score
1	A	46.2
2	B	59.4
3	C	66.0
4	D	52.8
5	E	79.2
6	F	85.8
7	G	79.2
8	H	46.2
9	I	59.4
10	J	79.2
11	K	66.0
12	L	59.4
13	M	79.2
14	N	52.8
15	O	52.8
16	P	66.0

Table 3. 3 Accountancy (Experiment) Class As 2

No	Name	Score
1	A	52.8
2	B	52.8
3	C	66.0
4	D	46.2

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<sup>24</sup> Sugiyono. Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta. p. ,2013.120

5	E	66.0
6	F	52.8
7	G	85.8
8	H	59.4
9	I	46.2
10	J	59.4
11	K	46.2
12	L	59.4
13	M	66.0
14	N	59.4
15	O	52.8
16	P	79.2
17	Q	59.4
18	R	66.0

a) Normality test

Normality test is a procedure used to find out whether the data comes from a normally distributed population or is within normal distribution. The normal distribution is a symmetric distribution with a mode, the mean and the median is in the center. If the sig value of the data from the test Kolmogorov-Smirnov<sup>a</sup> is greater than 0.05, the data is said to be normally distributed.

Table 3. 4 Normality Test Automation and office governance Class and Accountancy Class

Tests of Normality							
	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	1	.188	16	.133	.915	16	.139
	2	.180	18	.126	.903	18	.065

a. Lilliefors Significance Correction

According to the table above, class 1 (Automation and office governance class) has a sig value of  $0.133 > 0.05$ . As a result, the class is normally distributed, and class 2 (the accounting class) has a sig value of  $0.126 > 0.05$ . Class 2 (the accounting class) has a normal distribution as well.

b) Homogeneity test

Homogeneity test is a statistical test procedure intended for shows that two or more groups of sample data come from the population which have the same variance, homogeneity means that the data sets we examine have the same characteristics. When the sig value is greater than 0.05, the data is referred to as homogenous.

Table 3. 5 Homogeneity Test Automation and office governance Class and Accountancy Class

<b>Test of Homogeneity of Variances</b>			
Score			
Levene Statistic	df1	df2	Sig.
1.524	1	32	.226

We can notice from the table above that the Automation and office governance and accounting class' sig value is  $0.226 > 0.05$ . As a result, it may be claimed that the accounting and Automation and office governance classes are similar. Based on the justification provided, the researcher decided to employ the homogenous, normally distributed classes of Automation and office governance and accounting as the research sample.

### C. Procedure of the Research

#### a) Procedure in Experimental Group

In experimental group, the researcher uses Youtube learning channel as learning media. The learning activities include these:

#### 3. 6 Procedure in Experimental Group table Procedure In Experimental Group

<b>Lesson Plan</b>	
<b>Topic</b>	An Exposition
<b>Sub Topic</b>	Analytical Exposition
<b>Time allocation</b>	80 minutes
<b>Aspect of skill</b>	Listening skill
<b>A. learning Objectives</b>	
<ol style="list-style-type: none"> <li>1. Students can be grateful for the opportunity to learn English as the language of international communication which is embodied in the spirit of learning.</li> <li>2. Students can demonstrate responsible, caring, cooperative, and peace-loving behavior in carrying out functional communication.</li> <li>3. Students can analyze social functions, text structures, and linguistic elements of several oral and written analytical exposition texts by giving and asking for information regarding actual issues, according to the context of their use.</li> <li>4. Students can compose written analytical exposition texts, related to actual issues, taking into account social functions, text structures, and linguistic elements, correctly and in context.</li> </ol>	
<b>B. Learning Media, tools/materials and Learning resources</b>	
<ul style="list-style-type: none"> <li>➤ Youtube</li> <li>➤ Markers and whiteboards</li> <li>➤ Infocus</li> <li>➤ Laptops</li> <li>➤ Speakers</li> <li>➤ Youtube learning channel</li> </ul>	
<b>C. Learning Activities</b>	

<p><b>Basic activity</b></p>	<ul style="list-style-type: none"> <li>➤ <b>The teacher gives greetings (greeting)</b></li> <li>➤ <b>The teacher checks student attendance, and students' readiness to learn either physically or psychologically</b></li> <li>➤ <b>The teacher communicates with students and gives several prompting questions for the material to be taught</b></li> <li>➤ <b>The teacher conveys the objectives of learning</b></li> </ul>
<p><b>Group discussion</b></p>	<p><b>A. Observe</b></p> <ol style="list-style-type: none"> <li><b>1. The teacher plays a video from the YouTube learning channel about analytical exposition text</b></li> <li><b>2. Students listen to material about analytical exposition on the YouTube channel that has been prepared by the teacher through infocus.</b></li> </ol> <p><b>B. Ask</b></p> <ol style="list-style-type: none"> <li><b>1. With the teacher's guidance, students ask the meaning of difficult words in the text they hear.</b></li> </ol> <p><b>C. Collecting data</b></p> <ol style="list-style-type: none"> <li><b>1. The teacher divides students into three groups.</b></li> <li><b>2. Students focus on ideas or keywords in the sample text they listen to.</b></li> </ol> <p><b>D. Communicate</b></p> <ol style="list-style-type: none"> <li><b>1. The teacher asks students to discuss their results in their respective groups and the correct results are written on only one piece of paper.</b></li> <li><b>2. Each group representative must present the results they wrote in front of the class.</b></li> </ol> <p><b>E. Associate</b></p> <ol style="list-style-type: none"> <li><b>1. The teacher gives feedback about the answers and content of the analytical exposition text.</b></li> </ol>
<p><b>Closing activity</b></p>	<ol style="list-style-type: none"> <li><b>1. The teacher concludes the material that has been prepared studied.</b></li> <li><b>2. Students and teachers give each other feedback on the process and learning outcomes.</b></li> <li><b>3. Students and teachers say</b></li> <li><b>4. closing.</b></li> </ol>



## b) Procedure in control group

In control group, the researcher uses conventional teaching technique.

The learning activities include these:

Table 3. 7 Table procedure in control group

<b>Lesson Plan</b>	
<b>Topic</b>	An Exposition
<b>Sub Topic</b>	Analytical Exposition
<b>Time allocation</b>	80 minutes
<b>Aspect of skill</b>	Listening skill
<b>A. learning Objectives</b>	
<ol style="list-style-type: none"> <li>1. Students can be grateful for the opportunity to learn English as the language of international communication which is embodied in the spirit of learning.</li> <li>2. Students can demonstrate responsible, caring, cooperative, and peace-loving behavior in carrying out functional communication.</li> <li>3. Students can analyze social functions, text structures, and linguistic elements of several oral and written analytical exposition texts by giving and asking for information regarding actual issues, according to the context of their use.</li> <li>4. Students can compose written analytical exposition texts, related to actual issues, taking into account social functions, text structures, and linguistic elements, correctly and in context.</li> </ol>	
<b>B. Learning Media, tools/materials and Learning resources</b>	
<ol style="list-style-type: none"> <li>1. student worksheet.</li> <li>2. Markers and whiteboard.</li> <li>3. LKS book.</li> <li>4. worksheet book.</li> <li>5. English dictionary.</li> </ol>	
<b>C. Learning Activities</b>	
<b>Basic activity</b>	<ol style="list-style-type: none"> <li>1. The teacher gives greetings (greeting).</li> <li>2. The teacher checks student attendance, and students' readiness to learn either physically or psychologically.</li> <li>3. The teacher communicates with students and gives several</li> </ol>

	<p><b>prompting questions for the material to be taught.</b></p> <p><b>4. The teacher conveys the purpose of learning.</b></p>
<b>Group discussion</b>	<p><b>A. Observe.</b></p> <p><b>1. The teacher explains about the analytical exposition text.</b></p> <p><b>2. Students listen to the analytical exposition text read by the teacher.</b></p> <p><b>B. Ask.</b></p> <p><b>1. With the teacher's guidance, students ask the meaning of difficult words in the text they hear.</b></p> <p><b>C. Collecting data.</b></p> <p><b>1. The teacher divides students into three groups.</b></p> <p><b>2. Students focus on ideas or keywords in the examples of texts that are listened to.</b></p> <p><b>D. Communicate.</b></p> <p><b>1. The teacher asks students to discuss their results in their respective groups and the correct results are written on only one piece of paper.</b></p> <p><b>2. Each group representative must present the results they wrote in front of the class.</b></p> <p><b>E. Associate.</b></p> <p><b>1. The teacher gives feedback about the answers and content of the analytical exposition text.</b></p>
<b>Closing activity</b>	<p><b>1. the teacher concludes the material that has been prepared</b></p> <p><b>2. studied.</b></p> <p><b>3. Students and teachers give each other feedback on the process and learning outcomes.</b></p> <p><b>4. Students and teachers say closing.</b></p>

According to the procedures of this research which aims to find the difference between the experimental group and the control group. In the experiment the group consisted of 5 meetings with two meetings for pretest

and posttest researchers use Youtube as a learning medium at experimental group.

The strategy used in this study is using top-down & bottom-up where the teacher plays a YouTube video related to the topic of discussion twice and encourages the students to comprehend what they see and hear when the necessary materials and facilities have been made available. On playing the video again, only the sound is audible and no image is displayed. The instructor can then pause the video and lead a brief discussion or field questions regarding its subject matter. The primary learning objectives from the YouTube video are to be recorded by the students.

Additionally, students practice sharing information with friends while paying attention to the intonation speed, pronunciation clarity, speech fluency, appropriateness of the information content, word choice, grammar, and fairness of expression. Students then practice relaying or retelling what they have seen and heard one by one

#### **D. Research Instrument**

One of the crucial phases in carrying out this investigation was the use of an instrument. A test was used as the research's instrument. A listening test served as the primary tool in this investigation. Pre-test and post-test portions make up the test. Students worked on listening questions with 15 multiple choices throughout the pre-test to gauge their grasp of the questions and listening abilities. To gauge improvement following

treatment, pupils are given same listening questions on the post-test. The highest score the students could attain is 100 points and the lowest score is 0. There are some steps the researcher do in developing and constructing the test that describe below:

#### 1. Writing blue print

There are a few points in the blueprint specification. supported program identification and test target selection. In general, it is considered what language talent is being examined. The basic competence is backed by the essential capacity to be attained and, as a result, the item indication.

This listening problem is in the form of oral discourse and listened to via laptop and active speakers. DIY test instrument by researchers based on the syllabus used as a learning guide basic Listening in SMKN 02 Rejang Lebong, in the syllabus it is stated that in learning English students are expected can get general information, specific information, as well as in detail with the main material of the syllabus used.

#### 2. Make a listening test

Listening consisted of directions, and item of the test. The instruction has to be clear to make the students easier in understanding the test instruction.

The tests are included pre-test and posttest.

Table 3. 8 Blue Print listening skill

No	Basic Competency	Indicator	Material/ Topic	Test Technique	Item Number
1.	Analyzing the social function, text structure, and language of interpersonal interactive text & the language of oral and interpersonal interaction text write.	Students are able to accept information correctly.	Daily activity	Multiple choice	1,2,3,4
2.	Respond to meaning in conversation transactional (to get things done) and interpersonal (socialize) official and continue (sustained) in an ongoing manner accurate, smooth, and use variety in spoken language life context everyday and involve action say: convey opinion, ask opinion.	Students are able to analyze the responses submitted.	Asking and giving a response		5,6,7
3.	Analyze function social, text structure, and linguistic elements some text oral descriptive and write giving and ask short information and related simple people, things and appropriate place Context its use.	Students are able to analyze the information about what is conveyed.	Descriptive Text		8,9,10,11, 14,15

4	Capturing meaning contextually related to social functions, text structures, and linguistic elements of news item texts.	Students are able to find certain information from news item texts.	News item.		12,13
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a. Expert validation

The researcher needs an expert to validate the result. The professional validation is a professional in reading subject. The researcher gives the listening test to professional validation to get the comments and feedback. There are three points stated in professional validation form: the appropriateness of indicators, the language used in the test and the appropriateness of the test accuracy.

b. First revision

The purpose of first revision is to evaluate test whether there is a test or some points that have to be revised. The researcher revised the test based on professional suggestions.

c. Trying out the test

The try out test aimed at producing the requirement data with relatively valid instrument. The try out was given to another class except experimental and control class for two times. However, the class which was given the tryout have the same level as the subject of this study it is mean same grade.

d. Analyzing try out test

The scores of trying out will be calculated to check the validity and the reliability of the test. The calculation was made automatically by using SPSS application. The explanation is as follows:

1) Reliability

The researcher examined the reliability of the test. The test is reliable if it has consistent result as the previous one. To obtain the reliability, the researcher analyzed the outcome reliability estimation by using SPSS Application. The researcher uses it because of practical consideration.

#### 2) Item difficulty

Item difficulty ranges are 00-1.00. The score 1.00 is the easier one. The results of estimating the item of difficulty then becomes the guideline to decide whether some items of the test should be revised or not.

#### 3) Item Discrimination

The item discrimination is described as the following elaboration. ID index ranges from 1.00 (if all the upper group students answer correctly and all the lower group students answer incorrectly) to 0.00 (if the lower group students answer correctly and all the upper group students answer incorrectly).

#### 4) Validity

The validity of the test was checked by undertaking three concepts. There are; taking a content validity, getting the judgment expert and trying out the test.

#### 5) Final revision

After getting the validity and reliability, the researcher carried out the final revision. The instrument of the researcher is ready after the final revision is made.

### **E. Validity and Reliability**

#### 1. Validity

Researcher connect the item score with the sum of these items to determine an item's validity using the Sugiyono framework. Validity demonstrates the degree of accuracy between the data that actually occurs

on the object and the data collected by the researcher<sup>25</sup>. The item is deemed legitimate if the correlation between it and the total number of items is equal to or greater than 0.3; otherwise, it is deemed invalid.

The researcher calculated the coefficient using the following Pearson product moment formula:

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{(N(\sum X^2) - (\sum X)^2)(N(\sum Y^2) - (\sum Y)^2)}}$$

Explanations:

$r_{xy}$  = The correlation coefficient between the variable x and the variable y

N = Number of samples

$\sum_{xy}$  = The number of times the variables x and y

$\sum x^2$  = The sum of the squared x values

$\sum y^2$  = The sum of the squared y values

$(\sum x)^2$  = The sum of the x values is then squared

$(\sum y)^2$  = The sum of the y values is then squared

To interpret the level of validity, the correlation coefficients are categorized on the following criteria:

Table 3. 9 Criteria Validity

Correlation Coefficient (r <sub>xy</sub> )	Information
0,8 – 1,0	Very high correlation

<sup>25</sup> Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: PT Alfabet. p.177



0,6 – 0,8	High correlation
0,4 - 0,6	Sufficient correlation
0,2 – 0,4	Low correlation
0,0 – 0,2	Very low correlation

A validity index value of less than 0.3 is required, in Sugiyono's estimation, to be regarded as a legitimate instrument item<sup>26</sup>. As a result, all claims that have a correlation level below 0.3 must be corrected since they are regarded as false.

## 2. Reliability

A good instrument that is reliable enough to be employed as a tool for data gathering is referred to as being reliable. A trustworthy instrument is one that, if it is accurate, will produce the same results when used repeatedly to measure the same object. Based on Arikunto Suharsimi, a measurement with high dependability is one that may generate trustworthy results<sup>27</sup>. The Cronbach Alpha Formula method will be used in this study's reliability test. Suharsimi Arikunto claims that the Alpha Formula is used to determine the dependability of instruments whose scores are not equal to one or zero, such as a questionnaire or a description of a questionnaire form<sup>28</sup>.

Here is the Alpha Cronbach formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( 1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

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<sup>26</sup> Sugiyono. 2016. Metode Penelitian Kuantitatif, Kualitatif dan R&D. Bandung: PT Alfabet. p. 177

<sup>27</sup> Arikunto, Suharsimi. 2006. Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

<sup>28</sup> Arikunto, Suharsimi. 2010. Prosedur Penelitian Suatu pendekatan Praktek. Jakarta: RinekaCipta. p. 239

Explanations:

$r_{11}$  = instrument reliability

$k$  = number of items

$\sum \sigma^2$  = the amount of variance in the score of each item

$\sigma_t^2$  = the total variance

To interpret the level of reliability, the reliability coefficient can be categorized on the following criteria:

Table 3. 10 Criteria Reliability

Criteria	Category
0,8 – 1	Very high degree of reliability
0,6 – 0,7	High degree of reliability
0,4 – 0,5	Medium degree of reliability
0,2 – 0,3	Low degree of reliability
0 – 0,1	Very low degree of reliability

The dependability coefficient, whose values range from 0 to 1, serves as a measure of reliability. The degree of dependability increases as the coefficient number gets closer to 1.

## F. Technique of Collecting Data

The procedures of the research described as follows:

### a. Pre-test

Prior to treatment, a test was administered to determine the student's listening ability. The pre-test was given at the first meeting with 15 multiple choices question. Several inquiries were made about the kids.

### b. Post-test

The post-treatment exam was administered in order to determine whether the students' listening skills had improved as a

result of using YouTube videos as a teaching tool. The test is same like the pre test with 15 multiple choices question.

## G. Data Analyse

### 1. Normality test

The normality test determines whether the sample is normally distributed or not. The researcher employs the Kolmogorov-Smirnov and Liliefors tests to determine normality. The purpose of the normality test is to determine whether the research instrument used has a normal distribution or not.

Determine the value  $Z_i = \frac{K_i - \bar{K}}{S}$

with :

$Z_i$  : Standard Score

$X_i$  : Data Score

$\bar{x}$  : Average value

S : Standard intersection

Determine the amount of opportunity for each value  $Z_i$  Based on the table  $Z_i$  and called by F ( $Z_i$ ) with rules:

- 1) If  $Z_i > 0$ , then  $F(Z_i) = 0,5 + \text{table value}$
- 2) If  $Z_i < 0$ , then  $F(Z_i) = 0,5 - \text{table value}$

Then calculate the proportion  $Z_1, Z_2, \dots, Z_n$  which is smaller or equal to  $Z_i$  if this proportion is stated by S(Z), then :

$$S(Z_i) = \frac{\text{a lot of } Z_1, Z_2, \dots, Z_n \text{ yang } \leq Z_i}{n}$$

$n$

Calculate the absolute price by first calculating the difference  $F(Z_i) - S(Z_i)$ . Consider the multak price at its highest level; we refer to this value.  $L_o$  Give interpretation,  $L_o$ , using L-table comparisons. The price used in Ltable is taken from the Liliefors test's critical price table. Draw conclusions based on  $L_o$  and  $Ltable$  that has been obtained. If  $L_o < Ltable$  then the sample comes from the normal distribution.

## 2. Homogeneity test

The homogeneity test is used to determine whether or not each variable's score has a homogeneous variance. The F test (Fisher Test), which uses the following formula, is used in this study because there are only two groups of homogeneity test data:

$$F_{\text{count}} = \frac{\text{the bigger variance}}{\text{the smallest variance}}$$

Compare the value f count with f table formula :

DK numerator = N-1 (the bigger variance) and dk denominator = N-1 (the smallest variance) Both of variables are said to be homogeneous if at the level of significance ( $\alpha$ ) = 0,05 with following criteria :

- a. If  $f_{\text{count}} \leq f_{\text{table}}$  then the data homogeneous
  - b. If  $f_{\text{count}} \geq f_{\text{table}}$  then the data homogeneous
- a. Calculation the mean of the students is answered by using formula<sup>29</sup>:

$$\bar{X} = \frac{\sum X}{N}$$

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<sup>29</sup> Afriani, "The Factors Affecting Listening Comprehension Achievement Of Students (A Qualitative Study At The Seven Semester Students Of Iain Curup)."

Where:  $\bar{x}$  = Mean core  
 $\sum x$  = The raw of all score  
 N = The number of subjects

b. The percentage of increasing achievement is used the following formula<sup>30</sup>: $X_2-X_1$

$$P = \frac{K_2-K_1}{K_1} \times 100\%$$

Where: P= Percentage

$X_2$ = Average score of Post-test

$X_1$ = Average score of Pre-test

c. After collecting the data of the students, we are classified the score of the students into the following criteria<sup>31</sup>:

Table 3. 11 Classify The Score Of The Students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 6.5	Fair
36 – 55	Poor
00 – 35	Very Poor

d. The significance difference between the students' pre- test

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<sup>30</sup> Hariyati, "The Effectiveness Of Using Video Presentation On Youtube To Improve Students' Listening Ability (A Pre- Experimental Research At The Tenth Grade Students Of Sma Muhammadiyah 4 Makassar)" (Universitas Of Makasar, 2019).

<sup>31</sup> Tenri Ugi Irianto, "Improving The Students' English Listening Achievement Through Dictation As An Instructional Device At Smp Negeri 1 Makassar" (State University Of Makassar, 2015).

and post-test, the writer is applied the formula as follow<sup>32</sup>:

$$t = \frac{Md}{\sqrt{\frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N(N-1)}}$$

Where:

- t = Test of significance  
d = The difference between the method pairs ( X<sub>1</sub> – X<sub>2</sub> )  
Md = The mean of Ds  
 $\sum d^2$  = The sum of the square  
 $(\sum d)^2$  = The square of  $\sum d$   
N = Number of students

e. The criteria for the hypothesis testing is as follows<sup>33</sup>:

Table 3. 12 criteria for the hypothesis

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

Table 3.4 meant (1) the t-test value is smaller than t-table value, thenull hypothesis is accepted, while the alternative hypothesis is rejected,and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

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<sup>32</sup> Hariyati, “The Effectiveness Of Using Video Presentation On Youtube To Improve Students’ Listening Ability (A Pre- Experimental Research At The Tenth Grade Students Of Sma Muhammadiyah 4 Makassar).”

<sup>33</sup> Hariyati, “The Effectiveness Of Using Video Presentation On Youtube To Improve Students’ Listening Ability (A Pre- Experimental Research At The Tenth Grade Students Of Sma Muhammadiyah 4 Makassar).”

## CHAPTER IV

### RESEARCH FINDING AND DISCUSION

#### A. Finding of the research

##### 1. The student's achievement in control class

Table 4. 1 The Result of Pre-test, Post-Test and Gained Score from Control Class.

Student (X)	Pre-Test Control	Post-Test Control	Gained Score
1	46	53	7
2	59	59	0
3	66	66	0
4	53	66	13
5	79	86	7
6	86	86	0
7	79	86	13
8	46	46	0
9	59	59	0
10	79	79	0
11	66	66	0
12	59	66	7
13	79	79	0
14	53	53	0
15	53	59	7
16	66	73	7
$\Sigma$	<b>1028</b>	<b>1082</b>	<b>61</b>

The lowest pre-test score was 46, and the highest was 86, according to the table. The development of listening skills occurred normally in the control group despite not receiving any treatment from the researcher. The lowest score on the post-test, which was given after three meetings, was 46, and the highest score was 86. In this study, the treatment was delivered via a YouTube learning channel as learning media to the experimental class while the conventional teaching technique were delivered to the control class. Prior to the start of the treatment in experiment class,

the researcher gave participants a pretest consisting of 15 multiple-choice questions and, afterward, a post-test consisting of questions with the same format as the pretest.

## 2. Student's achievement in experimental class

table 4. 2 The Result of Pre-Test, Post-Test and Gained Score from Experimental Class.

Student (X)	Pre-Test Experiment	Post-Test Experiment	Gained Score
1	53	66	13
2	53	73	20
3	66	79	13
4	46	73	26
5	66	79	13
6	53	59	7
7	86	92	7
8	59	66	7
9	46	79	33
10	59	73	13
11	46	66	20
12	59	73	13
13	66	79	13
14	59	73	13
15	53	73	23
16	79	92	13
17	59	73	13
18	66	79	13
$\Sigma$	<b>1074</b>	<b>1347</b>	<b>273</b>

The table shows the 18 students in the experimental class with the lowest and highest scores. The pre-test has a possible score range of 46 to 86, with 46 being the lowest. The experiment class was given a post-test by the researcher after the YouTube learning channel treatment. The lowest score was 59 and the highest score was 92, indicating that there had been improvement after teaching listening skills using the YouTube learning channel as learning media toward listening skill.



### 3. Hypothesis test

#### a. Result of the data

The following steps were used to obtain all of the pre-test and post-test results for the experiment and control classes, which were measured using the SPSS v.24 for Windows program: analyze-descriptive-frequencies. The table below shows the findings from this study's XI accountancy experiment class and XI Automation and office governance control class:

Table 4. 3 Descriptive Statistic

<b>Descriptive Statistics</b>					
	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experiment	18	46	86	59.67	10.759
Post-test Experiment	18	59	92	73.11	7.646
Pre-test Control	16	46	86	64.25	12.861
Post-test Control	16	46	86	67.63	12.727
Valid N (listwise)	16				

According to the table above, there are 18 students in the experimental class and 16 in the control class. The table's first and second rows display the outcomes of the experimental class's pre- and post-tests, respectively. The lowest and highest pre-test scores ranged from 46 to 86, with 59.67 as the average. The pre-test experiment's standard deviation was found to be 10,759, which shows how the data are distributed within the sample and how closely they adhere to the sample mean or average. The post-test has an average score of 73.11, with the lowest score being 59 and the highest being 92. The post-test score's standard deviation is 7,646.

The control class pre and post-test results are displayed in the third and fourth rows of the table. The pre-test had an average score of 64.25, with the lowest score being 46 and the highest being 86. The pre-test control's standard deviation is 12,861. The average score on the post-test, in contrast, ranged from 67.63 to 86, with 46 being the lowest and 86 being the highest. The post-test score's standard deviation is 12,727.

b. Paired T-test

This test is used to know the answer of problem formulation on the research Whether there is an effect of using Youtube Learning Channel toward listening skills at eleventh grade in SMKN 02 Rejang Lebong.

The hypothesis calculation procedure were using the SPSS v.24 for windows program from steps as follows: analyse – compare means – paired samples T test.

Table 4. 4 Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experiment	59.67	18	10.759	2.536
	Post-test Experiment	73.11	18	7.646	1.802
Pair 2	Pre-test Control	64.25	16	12.861	3.215
	Post-test Control	67.63	16	12.727	3.182

According to the table, the average value was obtained in the experimental class with a pre-test value of 59,67 and a post test of 73,11 while in the control class the average pretest value was 64,25 and a post test was 67,63.

Table 4. 5 Paired Samples Test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test Experiment - Post-test Experiment	-13.444	8.191	1.931	-17.518	-9.371	-6.964	17	.000
Pair 2	Pre-test Control - Post-test Control	-3.375	4.225	1.056	-5.626	-1.124	-3.195	15	.006

The two-tailed sig on the table also demonstrated that the sig in the experiment class is 0.000, which is lower than sig 0,05. This shows that the null hypothesis H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, i.e., there is a significant difference in listening skills between before and after using a YouTube learning channel. The sig value in the control class is 0,006, which is higher than sig 0,05. This shows that the null hypothesis H<sub>0</sub> is accepted and H<sub>a</sub> is rejected, or that there is no difference between the control class and the experimental group.

The results of the t test state that the value of t count is greater than t table, so that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted, and that there is a difference in the average pre- and post-test scores of students in the experimental class. This is supported by the values of the t count and t table, with the t count value in the experimental class being 6,964 and the t table with df = 17, which is 2.10962. The results of the t test show that the value of t count > t table so that H<sub>0</sub> is rejected and H<sub>a</sub> is accepted and

that there is a significant difference between the control class and the experimental group in terms of the values of t count and t table with  $df = 15$ .

## **B. Discussion**

### 1. Student achievement Without Using the Youtube Learning Channel Toward Listening Skills at Eleventh Grade in SMKN 02 Rejang Lebong.

Using a total of 15 multiple-choice questions, the results of the descriptive analysis of the research conducted with 16 students in the control class, which was taught without using the YouTube learning channel learning model, provided information on student learning outcomes. Based on the results of the analysis of the pre-test data, the average value was 64.25, with 86 being the highest and 46 being the lowest. Student learning outcomes did not improve following the post-test. Results from the post-test revealed an average score of 67.63, with the highest score being 86 and the lowest being 46.

### 2. Student achievement Using the Youtube Learning Channel Toward Listening Skills at Eleventh Grade in SMKN 02 Rejang Lebong.

According to the findings of the descriptive analysis of the research conducted in the experimental class that used the YouTube learning channel learning model and had a total of 18 respondents, data on student learning outcomes were obtained using a total of 15 multiple-choice questions. According to the analysis of the pre-test data, the average value was 59.67, the highest value was 86, and the lowest was 46. The post-test learning outcomes for students have improved. The post-test results revealed an average score of 73.11, with a maximum score of 92 and a minimum score of 59.

According to the data, it can be concluded that the class XI accounting students at SMKN 02 Rejang Lebong have good learning outcomes and fall into the medium category. The average score, which has significantly increased from the pretest average score of 59.67 to an average value of 73.11 after instruction using YouTube learning channels, serves as evidence of this.

The results of this study are also supported by the theory which states that the use of Youtube videos as a medium for learning English, especially listening, of course aims to make students familiar with English. On this site, teachers can search for various types of learning materials with audio visuals to improve students' listening skills. Activities carried out in learning Basic Listening using youtube videos.<sup>34</sup>

### 3. The Effect of Using Youtube Learning Channel at Eleventh Grade In SMKN 02 Rejang Lebong Toward Listening Skills.

Based on the research that has been done, it was found that in the control class there was a significant influence without using youtube learning channel as the learning model whereas in the experimental class there was a greater increase in the use of the YouTube learning channel, compared to the control class which used the expository model for listening skills. This can be seen from the increase in the average value of the pre-test and post-test results in experimental class and control class. The results of this study are also supported by the theory which states that YouTube also provide video help improve

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<sup>34</sup> Misnah Mannahali Angreany, Femmy, Nurming Saleh, "YouTube-Based Audio Visual Media in German Listening Learning," *International Conference on Science and Advanced Technology (ICSAT)*, 2021.

processes learn to teach English. YouTube contains a large number video content, some of them very exploitable inside class. In addition, Heriyanto<sup>35</sup> also stated that the video YouTube is limited in length. This made them fit for the time limited class. It means YouTube can be one teaching media that can used in class.

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<sup>35</sup> .Heriyanto, R. A. the Use of Youtube Media Through Group. The Use of YouTube Media Through Group Discussion in Teaching Speaking, (2020). 11(1), 19–33.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the explanation of the results of research conducted at SMKN 02 Rejang Lebong it can be concluded that:

1. Achievement of control class students.

Based on the pre-test results, the average value was 64.25 and the post-test results obtained an average value of 67.63, so it can be concluded that there was a significant difference between the pre-test and post-test achievements in the control class.

2. Achievement of experimental class students using the YouTube learning channel toward listening skills at eleventh grade in SMKN 02 Rejang Lebong.

Based on the pre-test results, the average value was 59.67 and the post-test results obtained an average value of 73.11, so it can be concluded that there was a significant difference between the pre-test and post-test achievements in the experimental class.

3. The effect of using the YouTube learning channel toward listening skills at eleventh grade in SMKN 02 Rejang Lebong.

Based on the results of the data analysis that has been carried out and the research results obtained, it can be concluded that there is a significant effect in the use of the YouTube learning channel toward listening skills at eleventh grade in SMKN 02 Rejang Lebong. We can see this from

the increase in the average value in the experimental class in using the YouTube learning channel as a learning model toward listening skills.

## **B. Suggestion**

Based on the research results, the writer would like to provide the following suggestions:

### a. For English Teachers

It has been shown that using the YouTube Learning channel as a substitute teaching strategy in the classroom has many benefits, especially for listening lessons, as it motivates students to develop their abilities and recall of prior knowledge. However, when using the YouTube Learning Channel for instruction, teachers must be aware of the correct procedures.

### b. For students

In order to learn, students should actively participate in class and not just ask for the teacher's materials. Students are also expected to have the ability to think critically, as well as an open mind and a desire to learn new things.

### c. For further researchers

Future research on YouTube learning channels that can help students hone their listening skills can make use of the investigation's findings.

Aside from the previously published research, other researchers are asked to recommend more practical strategies. changes in how rigorous lectures are applied to other populations, such as the texts or abilities mentioned in this study



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PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH II CURUP

Jalan Sidomulyo – Tempel Rejo Kecamatan Curup Selatan  
Email : cccabdinwilayahII@gmail.com Kode Pos : 39124

**SURAT REKOMENDASI**

Nomor : 420/ /22 /Cabdin.II/ 2023

Yang bertandatangan di bawah ini:

Nama : **Sabirin Absah, S.Pd**  
NIP : 19730825 200312 1 007  
Pangkat/golongan : Pembina / IV.a  
Jabatan : Kepala Sub Bagian Tata Usaha  
Instansi : Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu

Berdasarkan Surat Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup Nomor. 352/In.34/FT/PP.00.9/1/2023. tanggal 30 Januari 2023 Perihal Izin Penelitian untuk mahasiswa :

Nama : Magi Oktavian  
NIM : 18551034  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah  
Tempat Penelitian : SMKN 2 Rejang Lebong  
Waktu : 30 Januari 2023 s.d 30 April 2023

Pada prinsipnya kami **Menyetujui** untuk melakukan penelitian dalam rangka memperoleh data penyusunan Disertasi dengan judul "**The Effect Of Using Yuotube Learning Channell Toward Listening skills At Eleventh Grade in SMKN 2 Rejang Lebong**"

Demikian Surat Rekomendasi ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Curup, 2 Februari 2023  
A.n Kepala Cabang Dinas Pendidikan  
Wilayah II Curup  
Kepala Sub Bagian Tata Usaha



**Sabirin Absah, S.Pd**  
NIP. 19730825 200312 1 007

Tembusan Yth

1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Bengkulu  
Cq. Kepala Bidang Pembinaan SMK
2. Dekan Fakultas Tarbiyah, IAIN Curup
3. Kepala SMKN 2 Rejang Lebong



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

KEPUTUSAN DEKAN FAKULTAS TARBIYAH

Nomor : 20 Tahun 2022

Tentang

PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B. 064/FT.2 / In.34/PP.00.9/TBI/2022  
2. Berita Acara Seminar Proposal Pada Hari Kamis, 24 November 2022

MEMUTUSKAN :

Menetapkan

- Pertama** : 1. **Jumatul Hidayah, M.Pd** 19780224 200212 2 002  
2. **Henny Septia Utami, M.Pd** 2016098903

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : **Magi Oktavian**

N I M : **18551034**

JUDUL SKRIPSI : **The Effect of using Youtube Learning Channel Toward Listening Skills at Eleventh Grade in SMKN 02 Rejang lebong**

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,

Pada tanggal 20 Desember 2022

Dekan,



Tembusan :

1. Rektor
2. Bendahara IAIN Curup;
3. Kabag Akademik kemahasiswaan dan kerja sama;
4. Mahasiswa yang bersangkutan;



**PEMERINTAH PROVINSI BENGKULU  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
CABANG DINAS PENDIDIKAN WILAYAH II CURUP  
SMK NEGERI 2 REJANG LEBONG**

Alamat : Jalan Duku Ulu Kecamatan Curup Timur Kabupaten Rejang Lebong

**SURAT KETERANGAN IZIN PENELITIAN**

**NO : 412.5/5063 /PL/ SMKN 2 RL/2023**

Yang bertanda tangan dibawah ini Kepala SMK Negeri 2 Rejang Lebong :

Nama : SUNARDI, S.Pd. Bio  
NIP. : 19650504 198901 1 003  
Pangkat / Golongan : Pembina / IVa  
Jabatan : Kepala Sekolah  
Unit Organisasi : SMK Negeri 2 Rejang Lebong

Dengan ini menerangkan bahwa :

Nama : MAGI OKTAVIAN  
No Mhs : 18551034  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

Pihak sekolah memberikan izin untuk melakukan penelitian di SMKN 2 Rejang Lebong dengan judul "*The Effect Of Using Youtube Learning Channel Toward Listening Skills At Eleventh Grade in SMKN 2 Rejang Lebong*" pada tanggal 30 Januari 2023 s.d 30 April 2023.

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya, terimakasih.



Rejang Lebong, 01 Februari 2023  
Kepala Sekolah

**SUNARDI, S.Pd. Bio**  
NIP. 19650504 198901 1 003



**PEMERINTAH PROVINSI BENGKULU**  
**DINAS PENDIDIKAN DAN KEBUDAYAAN**  
**CABANG DINAS PENDIDIKAN WILAYAH II CURUP**  
**SMK NEGERI 2 REJANG LEBONG**  
Alamat : Jalan Duku Ulu Kecamatan Curup Timur Kabupaten Rejang Lebong

**SURAT KETERANGAN**  
NO : 412.5/5123 /PL/SMKN 2 RL/2023

Yang bertanda tangan dibawah ini Kepala SMK Negeri 2 Rejang Lebong :

Nama : SUNARDI, S.Pd. Bio  
NIP : 19650504 198901 1 003  
Pangkat / Golongan : Pembina/ IV.a  
Jabatan : Kepala Sekolah  
Unit Organisasi : SMK Negeri 2 Rejang Lebong

Dengan ini menerangkan bahwa :

Nama : MAGI OKTAVIAN  
NIM : 18551034  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan penelitian di SMK Negeri 2 Rejang Lebong sejak tanggal 30 Januari 2023 s.d 30 April 2023, Untuk Menyusun Skripsi dengan Judul *“The Effect Of Using Youtube Learning Channel Toward Listening Skills At Eleventh Grade in SMKN 2 Rejang Lebong”*

Demikian Surat Keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya, terimakasih.



Rejang Lebong, 27 Maret 2023  
Kepala Sekolah,  
**SUNARDI, S.Pd. Bio**  
NIP. 19650504 198901 1 003





IAIN CURUP

### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : MAEL OKTAVIAN  
 NIM : 10551034  
 FAKULTAS/PRODI : IAINPIS BAHASA INGGRIS  
 PEMBIMBING I : Jumaidi Hidayat, M.Pd  
 PEMBIMBING II : Henny Seto Utami, M.Pd  
 JUDUL SKRIPSI : The Effect of Using Youtube Learning Channel  
 : Learning Skills (At Ruzita, Guest In  
 : SIMAN D2 Bajera (2020))  
 :  
 :

- Kartu konsultasi ini harap dibawa pada setiap konsultasi dengan pembimbing 1 atau pembimbing 2;
- Dianjurkan kepada mahasiswa yang menulis skripsi untuk berkonsultasi sebanyak mungkin dengan pembimbing 1 minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan kolom yang di sediakan;
- Agar ada waktu cukup untuk perbaikan skripsi sebelum diujikan diharapkan agar konsultasi terakhir dengan pembimbing dilakukan paling lambat sebelum ujian skripsi.



IAIN CURUP

### KARTU KONSULTASI PEMBIMBING SKRIPSI

NAMA : MAEL OKTAVIAN  
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 JUDUL SKRIPSI : The Effect of Using Youtube Learning Channel  
 : Learning Skills (At Ruzita, Guest In  
 : SIMAN D2 Bajera (2020))  
 :  
 :

Kami berpendapat bahwa skripsi ini sudah dapat diajukan untuk ujian skripsi IAIN Curup.

Pembimbing I,

Pembimbing II,

Jumaidi Hidayat, M.Pd  
 NIP. 197802242002122002

Henny Seto Utami, M.Pd  
 NIP. 2020108101



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	23-12-2022	What kind of Youtube channel.	K	[Signature]
2	06-01-2023	Landasan teori	K	[Signature]
3	19-01-2023	Format, Pre-experimental pre test test	K	[Signature]
4	23-01-2023	Validasi Soal, ACC labo dan	K	[Signature]
5	24-02-2023	Format tulisan	K	[Signature]
6	03-03-2023	Penjelasan Prosedur	K	[Signature]
7	10-03-2023	APP dan Stabilitas	K	[Signature]
8	24-03-2023	ACC for munaqasah.	K	[Signature]



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	23-12-2022	Pengisian masalah, Cara Pembuatan sample.	[Signature]	[Signature]
2	06-01-2023	Pembuatan blusmont, FFP, dan Validasi.	[Signature]	[Signature]
3	19-01-2023	Intrumen Penelitian	[Signature]	[Signature]
4	27-01-2023	Blusmont, T-FRH, dan Validasi: Soal, ACC Labo.	[Signature]	[Signature]
5	23-02-2023	Memorandum menurut intrumen penelitian	[Signature]	[Signature]
6	02-03-2023	Sintesis Susat Penelitian.	[Signature]	[Signature]
7	10-03-2023	Hipotesis dan te.	[Signature]	[Signature]
8	14-03-2023	ACC for munaqasah	[Signature]	[Signature]

## SILABUS

**Sekolah** : SMK Negeri 02 Rejang Lebong  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/Semester** : XI

Kompetensi inti 1 (sikap spriritual)	Kompetensi inti 2 (sosial )
Menerima ,menjalankan,dan menghargai ajaran agama yang dianutnya	Menunjukkan perilaku jujur,disiplin,tanggung jawab,santunpeduli,dan percaya,diri dalam berinteraksi dengan keluarga,teman,guru,dan lainnya
Kompetensi inti 3( pengetahuan)	Kompetensi inti 4( keterampilan)
Memahami pengetahuan factual dengan cara mengamati( mendengar,melihat ,membaca) dan menanya berdasarkan rasa ingin tahu tentang dirinya, makhluk ciptaan tuhan dan kegiatannya dan benda-benda yang dijumpainya dirumah,di sekolah,dan tempat bermain.	Menyajikan pengetahuan factual berdasarkan dalam Bahasa yang jelas,sestentis dan logis,dalam karya yang estetis dalam Gerakan yang mencerminkan anak sehat,dan Tindakan mencerminkan perilaku beriman dan berakhlak mulia

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.17 Membedakan fungsi social,struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk	Personal Letter	<ul style="list-style-type: none"> <li>➤ Peserta didik memberi salam, berdoa dan absen.</li> <li>➤ Guru menyampaikan tujuan dan manfaat</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sikap keterampilan : Kinerja dan Observasi</li> </ul>	6jp	<ul style="list-style-type: none"> <li>➤ Buku bahasa inggris</li> </ul>

<p>surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, sesuai dengan konteks.</p> <p>4.17 Menyusun teks khusus dalam bentuk surat pribadi terkait kegiatan diri sendiri dan orang sekitarnya, lisan, dan tulis dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>		<p>pembelajaran tentang topik yang akan diajarkan.</p> <ul style="list-style-type: none"> <li>➤ Kegiatan Literasi Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi penjelasan dan bahan bacaan terkait materi Personal letter</li> <li>➤ Critical Thinking <ul style="list-style-type: none"> <li>✓ Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap</li> </ul> </li> </ul>	<p>Sikap sosial : Dapat berkerja sama dan Bersikap peduli terhadap sesameadalam kehidupan sehari-hari</p> <p>➤ Pengetahuan : LK peserta didik</p>	<ul style="list-style-type: none"> <li>➤ LKS</li> <li>➤ Sumber belajar yang lain yang relavan( media cetak dan elektronik srta alam sekitar)</li> </ul>
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		<p>berkaitan dengan materi Personal letter.</p> <ul style="list-style-type: none"><li>✓ Peserta didik diperintahkan untuk mempraktekkan materi , mengerjakan soal tentang Personal letter.</li></ul> <p>➤ <b>Communication</b> Peserta didik menunjukkan hasil individu secara klasikal</p>			
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<p>3..18 Menganalisis fungsi sosial ,struktur teks, dan unsur kebahasaan teks prosedur lisan dan tulis dengan akurat.</p> <p>4.18 Mempraktekkan hasil analisis dalam bentuk tindakan dengan melibatkan interaksi kelompok dan individu terkait tindakan dan perilaku individu dan kelompok.</p>	<p>Manual Procedure text ✓ how to make it</p>	<ul style="list-style-type: none"> <li>➤ Guru mengucapkan salam dan mengkondisikan kelas</li> <li>➤ Mengabsen kehadiran siswa</li> <li>➤ Menyampaikan informasi kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan di laksanakan</li> <li>➤ Guru menjelaskan materi tentang Procedure text.</li> <li>➤ Peserta didik diberi kesempatan mengidentifikasi tentang materi Procedure text.</li> <li>➤ Peserta didik mengidentifikasi tentang fungsi,struktur penulisan Procedure text.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sikap keterampilan : Kinerja dan Observasi</li> <li>➤ Sikap sosial : Dapat berkerja sama dan Bersikap peduli terhadap sesameadalam kehidupan sehari-hari</li> <li>➤ Pengetahuan LK peserta didik</li> </ul>	<p>9JP</p>	<ul style="list-style-type: none"> <li>➤ Buku bahasa inggris</li> <li>➤ LKS</li> <li>➤ Sumber belajar yang lain yang relavan( media cetak dan elektronik srta alam sekitar)</li> </ul>
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		<ul style="list-style-type: none"><li>➤ Guru meminta peserta didik membaca beberapa teks manual prosedur dan memahami teks tersebut dengan beberapa pertanyaan.</li><li>➤ Guru memberikan tugas dan memberi penilaian</li></ul>			
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<p>3.19 Menganalisis fungsi sosial ,struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, sesuai dengan konteks penggunaannya.(Perhatikan unsur kebahasaan passive voice).</p> <p>4.19 Menyusun interaksi transaksional lisan dan tulis yang melibatkan Tindakan memberi dan meminta informasi terkait keadaan/Tindakan/kejadian tanpa perlu menyebutkan pelakunya dalam teks ilmiah, dengan memperhatikan fungsi sosial, struktur teks, dan</p>	<p>Passive voice ✓ It is understood</p>	<ul style="list-style-type: none"> <li>➤ Guru mengucapkan salam dan mengkondisikan kelas</li> <li>➤ Mengabsen kehadiran siswa</li> <li>➤ Menyampaikan informasi kompetensi, materi, tujuan, manfaat, dan langkah-langkah pembelajaran yang akan di laksanakan</li> <li>➤ Guru menjelaskan materi tentang Passive voice.</li> <li>➤ Peserta didik diberi kesempatan mengidentifikasi tentang Passive voice.</li> <li>➤ Guru meminta peserta didik Membuat Kalimat active voice dan passive voice.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sikap keterampilan : Kinerja dan Observasi</li> <li>✓ Sikap Sosial Bersikap peduli terhadap sesama dalam kehidupan sehari-hari</li> <li>✓ Pengetahuan LK peserta didik</li> </ul>	<p>9JP</p>	<ul style="list-style-type: none"> <li>➤ Buku bahasa inggris</li> <li>➤ LKS</li> <li>➤ Sumber belajar yang lain yang relavan( media cetak dan elektronik srta alam sekitar)</li> </ul>
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unsur kebahasaan yang benar dan sesuai konteks.		➤ Guru memberikan tugas dan memberi penilaian.			
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Mengetahui,  
Pamong

**SRI PURWANDARI, S.Pd**  
NIP.19750620 200502 2 003

Curup Timur, Desember 2021  
Guru Bahasa Inggris

**MAGI OKTAVIAN**  
NIM.18551034

## RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

<b>Satuan Pendidikan</b>	<b>: SMKN 02 REJANG LEBONG</b>
<b>Kelas/Semester</b>	<b>: XI/2 ( Control class)</b>
<b>Mata Pelajaran</b>	<b>: Bahasa Inggris</b>
<b>Skill</b>	<b>: Listening</b>
<b>Materi</b>	<b>: An Exposition(Analytical Exposition)</b>
<b>Alokasi Waktu</b>	<b>: 1-3 Pertemuan 2 × 40 menit</b>

### **A. Kompetensi Inti**

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, tolerans, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah..
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secaramandiri, bertindak secara efektif dan kreatif, serta mampu menggunakanmetoda sesuai kaidah keilmuan.

## B. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.22 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya. 4.8 Menyusun teks eksposisi analitis tulis, terkait isu actual, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.22 Siswa dapat menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.. 4.8 Siswa dapat menyusun teks eksposisi analitis tulis, terkait isu actual, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### C. Tujuan Pembelajaran

1. Siswa dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
3. Siswa dapat Menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual, sesuai dengan konteks penggunaannya.
4. Siswa dapat menyusun teks eksposisi analitis tulis, terkait isu actual, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### A. Materi Pembelajaran

Generic Structure of Explanation Text

#### 1. Thesis

Introducing the topic and indicating the writer's position.

#### 2. Arguments

Explaining the arguments to support the writer's position.

#### 3. Reiteration

Restating the writer's position.

## Unsur Kebahasaan

1. Using simple present tense (s+v1s/es)
2. Using relational process
3. Using internal conjunction
4. Using causal conjunction.

## Metode Pembelajaran

1. Dictogloss technique
  - a. Guided dictation
  - b. Dictation for mix class
  - c. Competition dictation
  - d. Questions and answer

## Media dan Alat Pembelajaran

### 2. Media

- ❖ Worksheet atau lembar kerja (siswa)

### 3. Alat

- ❖ Spidol dan papan tulis
- ❖ Buku Lks

## Sumber Belajar

- ❖ LKS
- ❖ Kamus bahasa inggris

## Kegiatan Pembelajaran

### Pertemuan ke 1

	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>• Guru memberi salam (greeting)</li><li>• Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis</li><li>• Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li><li>• Guru menyampaikan tujuan dari pembelajaran</li></ul>	<b>10 menit</b>

<p><b>Kegiatan Inti</b></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang teks analytical exposition</li> <li>• Siswa mendengarkan teks analytical exposition yang dibacakan oleh guru.</li> </ul> <p><b>Menanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan guru, siswa menanyakan arti kata yang sulit yang ada dalam teks yang mereka dengar</li> </ul> <p><b>Mengumpulkan data</b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa kedalam tiga kelompok</li> <li>• Siswa berfokus pada ide-ide atau kata kunci yang ada dalam contoh teks yang didengarkan</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk mendiskusikan hasilnya pada kelompoknya masing-masing dan hasil yang benar ditulis pada satu kertas saja</li> <li>• Setiap perwakilan kelompok harus mempersentasikan hasil yang mereka tulis kedepan kelas</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan feedback tentang jawaban dan isi dari teks analytical exposition tersebut</li> </ul>	<p><b>60 menit</b></p>
<p><b>Penutup</b></p>	<ul style="list-style-type: none"> <li>• guru menyimpulkan materi yang sudah di pelajari</li> <li>• Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>• Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<p><b>10 menit</b></p>

## Pertemuan ke 2

	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>• Guru memberi salam (greeting)</li><li>• Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis</li><li>• Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li><li>• Guru menyampaikan tujuan dari pembelajaran</li></ul>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"><li>• Guru memberikan arahan kepada siswa untuk mendengarkan tentang teks analytical exposition yang akan dibacakan oleh guru.</li><li>• Siswa harus berkonsentrasi dalam mendengarkan teks yang dibacakan.</li></ul> <p><b>Mengumpulkan data</b></p> <ul style="list-style-type: none"><li>• Guru membagi siswa kedalam beberapa kelompok</li><li>• Siswa menganalisis setiap paragraph yang ada dalam teks yang didengar,</li><li>• Kemudian siswa menulis urutan teks yang benar setelah mereka mendengar teks yang dibacakan oleh guru.</li></ul> <p><b>Mengkomunikasikan</b></p>	<b>60 menit</b>

	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membandingkan hasil dari yang mereka dengar dan diskusikan dengan hasil grup yang lain</li> <li>• Setiap perwakilan kelompok harus mempersentasikan hasil yang mereka tulis</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan feedback tentang jawaban dan isi dari teks analytical exposition</li> </ul> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang analytical exposition</li> </ul> <p><b>Menanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan dari guru siswa menanyakan materi yang belum mereka pahami</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• guru menyimpulkan materi yang sudah di pelajari</li> </ul> <p>Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</p> <ul style="list-style-type: none"> <li>• Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>

Pertemuan ke 3

	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam (greeting)</li> <li>• Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis</li> <li>• Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li> <li>• Guru menyampaikan tujuan dari pembelajaran</li> </ul>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengumpulkan data</b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa kedalam beberapa kelompok</li> <li>• Guru memberikan contoh tentang teks analytical exposition dan membacanya.</li> <li>• Siswa diminta untuk mendengarkan secara hati-hati dalam setiap kalimat,</li> <li>• Siswa bisa berdiskusi dengan kelompoknya tanpa harus menunggu teks selesai dibaca semua</li> <li>• Pembacaan teks dilakukan dengan jeda untuk memudahkan siswa dalam mendengarkan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membandingkan hasil dari yang mereka dengar dan diskusikan dengan hasil grup yang lain</li> </ul>	<b>60 menit</b>



	<ul style="list-style-type: none"> <li>• Setiap perwakilan kelompok harus mempersentasikan hasil yang mereka tulis</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan feedback tentang jawaban dan isi dari teks analytical exposition</li> </ul> <p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru menjelaskan tentang teks analytical exposition</li> </ul> <p><b>Menanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan dari guru siswa menanyakan materi yang belum mereka pahami</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• guru menyimpulkan materi yang sudah di pelajari</li> <li>• Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil Pembelajaran</li> <li>• Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>

## Penilaian

- a. Teknik penilaian
    - Unjuk kerja
  - b. Bentuk instrumen
    - Unjuk kerja
  - c. Contoh instrumen
    - Unjuk kerja
- strumen penilaian tes praktik

<b>Aspek Penilaian</b>	<b>Catatan Jenis Kegiatan</b>
Listening Skill	Unjuk kerja <i>Listening Skill</i> .
a. Comprehension (pemahaman)	
b. Accuracy (ketepatan)	
c. Pronountiation (pengucapan)	
d. Vocabulary (kosa kata)	
e. Spelling (ejaan)	
Jumlah skor	

## RENCANA PELAKSANAAN PEMBELAJARAN(RPP)

Satuan Pendidikan	: SMKN 02 REJANG LEBONG
Kelas/Semester	: XI/2 ( experimental class)
Mata Pelajaran	: Bahasa Inggris
Skill	: Listening
Materi	: An Exposition(Analytical Exposition)
Alokasi Waktu	: 1-3 Pertemuan 2 × 40 menit

### D. Kompetensi Inti

- KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, tolerans, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah..
- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secaramandiri, bertindak secara efektif dan kreatif, serta mampu menggunakanmetoda sesuai kaidah keilmuan.

## E. Kompetensi Dasar dan Indikator

KOMPETENSI DASAR	INDIKATOR
1.1 Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.22 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual,sesuai dengan konteks penggunaannya. 4.8 Menyusun teks eksposisi analitis tulis,terkait isu actual,dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	1.1 Siswa dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3 Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.22 Siswa dapat menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual,sesuai dengan konteks penggunaannya.. 4.8 Siswa dapat menyusun teks eksposisi analitis tulis,terkait isu actual,dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## F. Tujuan Pembelajaran

5. Siswa dapat mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
6. Siswa dapat menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
7. Siswa dapat Menganalisis fungsi social, struktur teks, dan unsur kebahasaan beberapa teks eksposisi analitis lisan dan tulis dengan memberi dan meminta informasi terkait isu actual,sesuai dengan konteks penggunaannya.
8. Siswa dapat menyusun teks eksposisi analitis tulis,terkait isu actual,dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## B. Materi Pembelajaran

Generic Structure of Explanation Text

### 1. Thesis

Introducing the topic and indicating the writer's position.

## 2. Arguments

Explaining the arguments to support the writer's position.

### 3. Reiteration

Restating the writer's position.

## Unsur Kebahasaan

5. Using simple present tense (s+v1s/es)

6. Using relational process

7. Using internal conjunction

8. Using causal conjunction.

## Metode Pembelajaran

4. Dictogloss technique

- a. Guided dictation
- b. Dictation for mix class
- c. Competition dictation
- d. Questions and answer

## Media dan Alat Pembelajaran

### 5. Media

- ❖ Worksheet atau lembar kerja (siswa)
- ❖ Youtube

6. Alat

- ❖ Spidol dan papan tulis
- ❖ Infokus
- ❖ Laptop
- ❖ Speakers

## Sumber Belajar

- ❖ Youtube learning channel

## Kegiatan Pembelajaran

### Pertemuan ke 1

	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>• Guru memberi salam (greeting)</li><li>• Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis</li><li>• Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li><li>• Guru menyampaikan tujuan dari pembelajaran</li></ul>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"><li>• Guru memutar video dari youtube learning channel tentang teks analytical exposition</li><li>• Siswa mendengarkan materi tentang analytical exposition yang ada di channel youtube yang sudah di siapkan oleh guru melalui infokus.</li></ul>	<b>60 menit</b>

	<p><b>Menanyakan</b></p> <ul style="list-style-type: none"><li>• Dengan bimbingan guru, siswa menanyakan arti kata yang sulit yang ada dalam teks yang mereka dengar</li></ul> <p><b>Mengumpulkan data</b></p> <ul style="list-style-type: none"><li>• Guru membagi siswa kedalam tiga kelompok</li><li>• Siswa berfokus pada ide-ide atau kata kunci yang ada dalam contoh teks yang didengarkan</li></ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"><li>• Guru meminta siswa untuk mendiskusikan hasilnya pada kelompoknya masing-masing dan hasil yang benar ditulis pada satu kertas saja</li><li>• Setiap perwakilan kelompok harus mempersentasikan hasil yang mereka tulis kedepan kelas</li></ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"><li>• Guru memberikan feedback tentang jawaban dan isi dari teks analytical exposition tersebut</li></ul>	
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<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru menyimpulkan materi yang sudah di pelajari</li> <li>• Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>• Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>
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## Pertemuan ke 2

	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"> <li>• Guru memberi salam (greeting)</li> <li>• Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis</li> <li>• Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li> <li>• Guru menyampaikan tujuan dari pembelajaran</li> </ul>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan arahan kepada siswa untuk mendengarkan video yang disiapkan dari channel youtube berisi tentang teks analytical exposition</li> <li>• Siswa harus berkonsentrasi dalam mendengarkan teks yang ada dalam video youtube.</li> </ul> <p><b>Mengumpulkan data</b></p> <ul style="list-style-type: none"> <li>• Guru membagi siswa kedalam beberapa kelompok</li> </ul>	<b>60 menit</b>



	<ul style="list-style-type: none"> <li>• Siswa menganalisis setiap paragraph yang ada dalam teks yang didengar,</li> <li>• Kemudian siswa menulis urutan teks yang benar setelah mereka mendengar teks yang ada dalam video youtube.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membandingkan hasil dari yang mereka dengar dan diskusikan dengan hasil grup yang lain</li> <li>• Setiap perwakilan kelompok harus mempersentasikan hasil yang mereka tulis</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan feedback tentang jawaban dan isi dari teks analytical exposition</li> </ul> <p><b>Menanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan dari guru siswa menanyakan materi yang belum mereka pahami</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• guru menyimpulkan materi yang sudah di pelajari</li> <li>• Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>• Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>

Pertemuan ke 3

	<b>Kegiatan Pembelajaran</b>	<b>Alokasi Waktu</b>
<b>Pendahuluan</b>	<ul style="list-style-type: none"><li>• Guru memberi salam (greeting)</li><li>• Guru memeriksa kehadiran siswa, dan kesipan siswa untuk belajar baik secara fisik atau psikis</li><li>• Guru berkomunikasi dengan siswa dan memberi beberapa pertanyaan pancingan untuk materi yang akan diajarkan</li><li>• Guru menyampaikan tujuan dari pembelajaran</li></ul>	<b>10 menit</b>
<b>Kegiatan Inti</b>	<b>Mengumpulkan data</b> <ul style="list-style-type: none"><li>• Guru membagi siswa kedalam beberapa kelompok</li><li>• Guru memutar video dari youtube tentang teks analytical exposition.</li><li>• Siswa mendengarkan secara hati-hati dalam setiap kalimat,</li><li>• Siswa bisa berdiskusi dengan kelompoknya tanpa harus menunggu</li></ul>	<b>60 menit</b>

	<p>teks selesai dibaca semua</p> <ul style="list-style-type: none"> <li>• Video diputar secara mengulang sampai tiga kali pengulangan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk membandingkan hasil dari yang mereka dengar dan diskusikan dengan hasil grup yang lain</li> <li>• Setiap perwakilan kelompok harus mempersentasikan hasil yang mereka tulis</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Guru memberikan feedback tentang jawaban dan isi dari teks analytical exposition</li> </ul> <p><b>Menanyakan</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan dari guru siswa menanyakan materi yang belum mereka pahami</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• guru menyimpulkan materi yang sudah di pelajari</li> <li>• Peserta didik dan guru saling memberi umpan balik terhadap proses dan hasil pembelajaran</li> <li>• Peserta didik dan guru mengucapkan salam penutup</li> </ul>	<b>10 menit</b>

## Penilaian

- d. Teknik penilaian
  - Unjuk kerja
- e. Bentuk instrumen
  - Unjuk kerja
- f. Contoh instrumen
  - Unjuk kerja

### Instrumen penilaian tes praktik

<b>Aspek Penilaian</b>	<b>Catatan Jenis Kegiatan</b>
Listening Skill	Unjuk kerja <i>Listening Skill</i> .
a. Comprehension (pemahaman)	
b. Accuracy (ketepatan)	
c. Pronountiation (pengucapan)	
d. Vocabulary (kosa kata)	
e. Spelling (ejaan)	
Jumlah skor	

# Blue Print

No	Basic Competency	Indicator	Material/ Topic	Test Technique	Item Number
1.	Analyzing the social function, text structure, and language of interpersonal interactive text & the language of oral and interpersonal interaction text write.	Students are able to accept information correctly.	Daily activity	Multiple choice	1,2,3,4
2.	Respond to meaning in conversation transactional(to get things done) and interpersonal (socialize) official and continue (sustained) in an ongoing manner accurate, smooth, and use variety in spoken language life context everyday and involve action say: convey opinion, ask opinion.	Students are able to analyze the responses submitted.	Asking and giving a response		5,6,7
3.	Analyze function social, text structure, and linguistic elements some text oral descriptive and write giving and ask short information and related simple people, things and appropriate place Context its use.	Students are able to analyze the information about what is conveyed.	Descriptive Text		8,9,10,11, 14,15

4	Capturing meaning contextually related to social functions, text structures, and linguistic elements of news item texts.	Students are able to find certain information from news item texts.	News item.		12,13
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## 2. Questions

### **LISTENING SECTION**

In this section of the test, you will have the chance to show how well you understand spoken English. There are four parts to this section with special directions for each part.

#### **PART I**

Question 1 to 4.

Directions:

In this part of the test, you will hear some dialogues and questions spoken in English. The questions and the dialogues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying.

After you listen to the dialogue and the question about it, read the five possible answers, and decide which one would be the best answer to the question you have heard. Now listen to a sample question. You will hear:

Man : How can I help you, Mum?

Woman : Please buy a kilo of rice, two kilos of sugar, a half kilo of eggs, and a pack of tea.

Man : Do you need some chicken nuggets? Woman : No, we still have some in the refrigerator. Narrator : What shouldn't the man buy?

- A. Eggs.
- B. Tea.
- C. Rice.

D. Sugar.

E. Nuggets.

Narrator : The best answer to the question "What shouldn't the man buy?" is nuggets. Therefore you should answer (E).

1. Woman : I thought the bus leaves on the hour

Man : It usually does, but this is a weekend.

Woman : I completely forgot. I hope we won't be late for the movie

Where are they?

A. On the train

**B. At the bus stop**

C. In the station

D. In the cinema

E. In the airport

2. Woman : John, we're going to have lunch down in Mamamia Steak.

Why don't you join us?

Man : I'd love to Mira, but I've to finish my report

Woman : Well, maybe next time. You'd like the way they have their menu

What is Mira going to do?

A. Join a fishing club

B. Look for some books

**C. Enjoy steak**

D. Finish the report

E. Watch the movie

3. Woman : Larry, Where did you learn to speak English?

Man : I grew up with it. My parents are English teachers and they would always speak about

things to me

Woman : I'll be doing the same next time when I become a parent to my children

What is known about Larry?

- A. He teaches English
- B. He is a father
- C. He speaks English**
- D. He understands many things
- E. He has children

4. Woman : Would you like something to drink with your meal?

Man : Yes, I'd like something cold

Woman : We have only water and fruit juices. Would you want juice?

What is the woman going to get for the man?

- A. sweater
- B. Some medicine
- C. A pen and paper
- D. Something to drink**
- E. Meals

Part II: Questions 5 to 7

Directions: In this part of the test, you will hear some incomplete dialogues spoken in English, followed by four responses, also spoken in English. The dialogues and the responses will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. You have to choose the best response to each question. Now listen to a sample question.

Woman : Do you have any plans for next weekend? Man : I am thinking of going mountain climbing. Woman : That's interesting. Can I go with you?

Man : Sure. Do you have any suggestions for activities there?

Woman : ...

Narrator : What does the woman probably respond to?

- A. Sorry, but I don't know much about that.
- B. Yes, we could have a barbecue there.
- C. Yes, I think that mountain is too high.



D. Yes, I really love mountain climbing.

Narrator : The best answer to the question "What does the woman probably respond?" is "Yes, we could have a barbecue there." Therefore you should choose answer (B).

5. Man : Where can I fish around here?

Woman : Near Ambarawa. There is a big lake with some of the best fishing in this part of this city.

Man : .....

Narrator : What is the man's possible response?

**A. Sounds great**

B. It's terrible

C. Let me see

D. Don't worry

6. Man : I have to repair my Notebook this afternoon and then I'm going to a bookstore

Woman : Let's go together. I need to buy some books too

Man : I'll pick you up around three OK?

Woman : .....

Narrator : What is the woman's possible response?

A. Are you sure? You lie to me!

B. You are not on time

**C. You are so good**

D. I wish you could come!

7. M : I just wonder how I can return my book to the library

W : How come? What's your problem?

M : It's the due time and I am supposed to come to the principal's room

W : .....

Narrator : What is the woman's possible response?

A. Check it first before you return it

**B. I suggest you return it now**

C. You needn't return the book

D. I can do it for you if you want to

### PART III

Questions 8 to 11

Directions

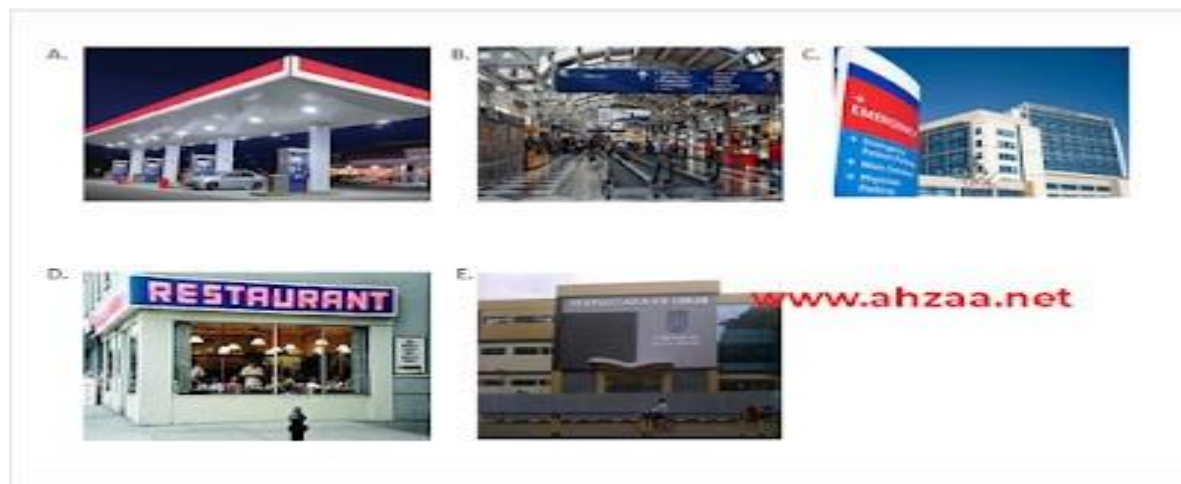
In this part of the test, you will hear some dialogues or monologues spoken in English. The dialogues or monologues will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you listen to the dialogue or monologue, look at the five pictures provided in your test book, and decide which would be the most suitable one for the dialogue or monologue you have heard.

8. Man : Where is the gas station?

Woman : It's behind the garden Restaurant, where that warehouse was burned down last year.

Man : How convenient! I go that way to work every day. I can save time by stopping there. Thank you.

Narrator : Where will the man go?



**Answered: A**

9. Man : Do you know of a place where I can have my car worked on?

Woman : Try Tulus Garage. They do good work and are reasonably

priced Man : Thanks. I'm new in town and I don't know my way around

yet. Woman : Okay.

What picture shows about the man looking for?



**Answered: B**

Number 10

Woman : A car is a means of transportation. Almost everybody goes to work by car. Therefore, a car is very crucial. It needs to be serviced by the owner regularly. Beside servicing the engine, the owner should pay attention to all the tyres. Inside the car there should be important tools such as scissor, lead, pick, jack for wheel alarmed. It is very important to change the tyre when it is flat. A car doesn't need to have a nail to change a generator, a tyre compressor, a tyre changer and did all tyre lifter, but the owner should check all tyres regularly before driving.

Narrator : Which picture is the most suitable with the story?



**Answered: A**

Number 11

Man : It is one of the seven wonders of the world. It impresses many people because it is the symbol of

love from a husband to his wife.

It stands in the city of Agra, in the northern Indian state of Uttar Pradesh, on the banks of the Yamuna river. It was built in the memory of the beautiful Mumtaz Mahal, who won the heart of a Mughal prince, Shah Jahan. Mumtaz Mahal died during the birth of their child, Gauhara Begum.

The focus of this building is the white marble tomb. Four minarets frame the tomb.

Meanwhile, the main chamber houses the cenotaphs of Mumtaz Mahal and her husband, with their graves located on the lower level.

Narrator : Which picture goes with the description?



**Answered: A**

#### **PART IV**

#### **Questions 12 to 15**

#### **Directions**

In this part of the test, you will hear several monologues. Each monologue will be spoken twice. They will not be printed in your test book, so you must listen carefully to understand what the speakers are saying. After you hear the monologue and the question about it, read the five possible answers and decide which one would be the best answer to the question you have heard.

**Questions 12 and 13 are based on the following monologue.**

Man : Good evening, I'm Jed West and this is the six o'clock news.

Last night there was an accident in the South China sea, near the Philippines. An oil tanker

hit a fishing boat. The collision happened in very stormy weather at half past two in the morning. The fishing boat sank, but the crew got into a life raft. The tanker didn't see the men in the life raft and didn't stop. There was a big hole in the bow of the oil tanker and thousands of tons of oil came out, and leaked into the sea. The fishermen sent up rockets and flares. A rescue boat saw them and rescued the fishermen. They gave them blankets and hot drinks but they were still very cold and shocked.

This morning, in daylight, a search helicopter saw all the oil on the sea. Special boats are spraying chemicals on the oil but the beaches are already polluted. A lot of fish and seabirds are caught in the oil. It is a very bad day indeed for the fishing and tourism industries.

And that was the six o'clock news. Join me at seven for the latest headlines. I'm Jed West and thank you

for watching Channel 105.

Number 12, what time did the accident happen?

- A. at 3.20 A.M
- B. at 3.30 A.M
- C. at 2.30 A.M
- D. at 2.30 P.M

**Answered : C. at 2.30 A.M**

Number 13, what caused the oil leak?

- A. Very stormy weather
- B. The tanker didn't see the men in the life raft and didn't stop
- C. Big hole in the bow of the tanker
- D. a search helicopter saw all the oil on the sea

**Answered : C. Big hole in the bow of the tanker**

Questions 14 and 15 are based on the following monologue.

Woman : Elephants are the largest land animals alive today. These animals have special body

characteristics among them are tusks and trunk.

Elephants' tusks are made of a hard, white substance like bone. When an elephant is angry, its tusk can be very dangerous. The tusks of an elephant are actually its front teeth. People pay a lot of money for the ivory of an elephant's tusk. The ivory from the tusks is made into many beautiful things.

the trunk of an elephant is a fusion of the nose and upper lip. An elephant uses trunk in many

ways. It pulls up trees with its trunk when it wants to make a path through the jungle. It also uses its trunk to get water. The trunk can hold a lot of water, as an elephant needs to drink three hundreds pints of water every day.

14. What is the topic of the monologue?

- A. Elephants tails and ears
- B. Size of elephant
- C. Elephant characteristic
- D. Elephants tusk and trunks

**Answered : D. Elephants tusk and trunks**

15. What do people want from hunting the elephants?

- A. meat of elephant
- B. its skin for bag
- C. its ivory
- D. baby elephant

**Answered : C. Its ivory**

This is the end of listening section

Key answer :

- 1.B
- 2.C
- 3.C
- 4.D
- 5.A
- 6.C
- 7.B
- 8.A
- 9.B
- 10.A
- 11.A
- 12.C
- 13.C
- 14.D
- 15.C

Notes from Validator:

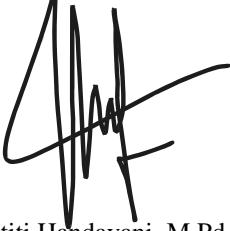
The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The blue color words or statements mean the validator's additional point for your instrument.

The red color means something that you need to revise or delete.

Curup, 3<sup>rd</sup> of February 2023

Validator

A handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Nastiti Handayani, M.Pd

**Correlations**

		Soal01	Soal02	Soal03	Soal04	Soal05	Soal06	Soal07	Soal08	Soal09	Soal10	Soal11	Soal12	Soal13	Soal14	Soal15	Total
Soal01	Pearson Correlation	1	.535*	.535*	.535*	.328	.000	.153	.408	.236	.343	.250	-.123	.250	.385	.089	.576**
	Sig. (2-tailed)		.015	.015	.015	.158	1.000	.519	.074	.317	.139	.288	.605	.288	.094	.709	.008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal02	Pearson Correlation	.535*	1	.048	.048	.504*	.218	.218	.491*	.378	.336	.356	.154	.134	.206	.048	.546*
	Sig. (2-tailed)	.015		.842	.842	.023	.355	.355	.028	.100	.147	.123	.518	.574	.384	.842	.013
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal03	Pearson Correlation	.535*	.048	1	1.000**	.066	.000	.218	.491*	.378	.031	.134	.154	.579**	.206	.524*	.630**
	Sig. (2-tailed)	.015	.842		.000	.783	1.000	.355	.028	.100	.898	.574	.518	.007	.384	.018	.003
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal04	Pearson Correlation	.535*	.048	1.000**	1	.066	.000	.218	.491*	.378	.031	.134	.154	.579**	.206	.524*	.630**
	Sig. (2-tailed)	.015	.842	.000		.783	1.000	.355	.028	.100	.898	.574	.518	.007	.384	.018	.003
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal05	Pearson Correlation	.328	.504*	.066	.066	1	.101	.302	.302	.174	.183	.492*	.212	.287	-.032	.285	.509*
	Sig. (2-tailed)	.158	.023	.783	.783		.673	.196	.196	.463	.440	.027	.369	.220	.895	.223	.022
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal06	Pearson Correlation	.000	.218	.000	.000	.101	1	.000	.250	.346	.140	.204	.503*	.204	.314	.218	.423
	Sig. (2-tailed)	1.000	.355	1.000	1.000	.673		1.000	.288	.135	.556	.388	.024	.388	.177	.355	.063
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal07	Pearson Correlation	.153	.218	.218	.218	.302	.000	1	.688**	.577**	.490*	.357	-.050	.357	.419	.491*	.609**
	Sig. (2-tailed)	.519	.355	.355	.355	.196	1.000		.001	.008	.028	.122	.833	.122	.066	.028	.004
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal08	Pearson Correlation	.408	.491*	.491*	.491*	.302	.250	.688**	1	.866**	.490*	.357	.201	.357	.419	.491*	.834**
	Sig. (2-tailed)	.074	.028	.028	.028	.196	.288	.001		.000	.028	.122	.395	.122	.066	.028	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal09	Pearson Correlation	.236	.378	.378	.378	.174	.346	.577**	.866**	1	.404	.236	.290	.236	.303	.630**	.733**
	Sig. (2-tailed)	.317	.100	.100	.100	.463	.135	.008	.000		.077	.317	.215	.317	.195	.003	.000
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal10	Pearson Correlation	.343	.336	.031	.031	.183	.140	.490*	.490*	.404	1	-.057	.099	.229	.572**	.031	.476*
	Sig. (2-tailed)	.139	.147	.898	.898	.440	.556	.028	.028	.077		.811	.679	.332	.008	.898	.034
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal11	Pearson Correlation	.250	.356	.134	.134	.492*	.204	.357	.357	.236	-.057	1	.123	.167	.043	.356	.498*
	Sig. (2-tailed)	.288	.123	.574	.574	.027	.388	.122	.122	.317	.811		.605	.482	.858	.123	.026
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal12	Pearson Correlation	-.123	.154	.154	.154	.212	.503*	-.050	.201	.290	.099	.123	1	.123	.032	.373	.393
	Sig. (2-tailed)	.605	.518	.518	.518	.369	.024	.833	.395	.518	.679	.605		.605	.215	.105	.086
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal13	Pearson Correlation	.250	.134	.579**	.579**	.287	.204	.357	.357	.236	.229	.167	.123	1	.043	.356	.576**
	Sig. (2-tailed)	.288	.574	.007	.007	.220	.388	.122	.122	.317	.332	.482	.605		.858	.123	.008
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal14	Pearson Correlation	.385	.206	.206	.206	-.032	.314	.419	.419	.303	.572**	.043	.032	.043	1	.206	.491*
	Sig. (2-tailed)	.094	.384	.384	.384	.895	.177	.066	.066	.195	.008	.858	.895	.858		.384	.028
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Soal15	Pearson Correlation	.089	.048	.524*	.524*	.285	.218	.491*	.491*	.630**	.031	.356	.373	.356	.206	1	.658**
	Sig. (2-tailed)	.709	.842	.018	.018	.223	.355	.028	.028	.003	.898	.123	.105	.123	.384		.002
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total	Pearson Correlation	.576**	.546*	.630**	.630**	.509*	.423	.609**	.834**	.733**	.476*	.498*	.393	.576**	.491*	.658**	1
	Sig. (2-tailed)	.008	.013	.003	.003	.022	.063	.004	.000	.000	.034	.026	.086	.008	.028	.002	
	N	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).



## Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded <sup>a</sup>	0	.0
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Part 1	Value	.759
		N of Items	8 <sup>a</sup>
	Part 2	Value	.665
		N of Items	7 <sup>b</sup>
	Total N of Items		15
Correlation Between Forms			.808
Spearman-Brown Coefficient	Equal Length		.894
	Unequal Length		.894
Guttman Split-Half Coefficient			.885

a. The items are: Soal01, Soal02, Soal03, Soal04, Soal05, Soal06, Soal07, Soal08.

b. The items are: Soal08, Soal09, Soal10, Soal11, Soal12, Soal13, Soal14, Soal15.





**Titik Persentase Distribusi t (df = 1 - 200)**

df	Pr	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
1		1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2		0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3		0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4		0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5		0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6		0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7		0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8		0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9		0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10		0.69981	1.37218	1.81248	2.22814	2.76377	3.16927	4.14370
11		0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12		0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13		0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14		0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15		0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16		0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17		0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18		0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19		0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20		0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21		0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22		0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23		0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496

